

- حافظ على الصلاة ؛ فالصلاة عماد الدين.
- أطع والديك وأحب زملاءك.
- أطع معلمك ومعلمتك وأحبهما.
- حافظ على نظافة كتبك وأدواتك.
- حافظ على كل جزء من مدرستك.
- احترم قواعد المرور.

دار مكة المكرمة للطباعة والنشر

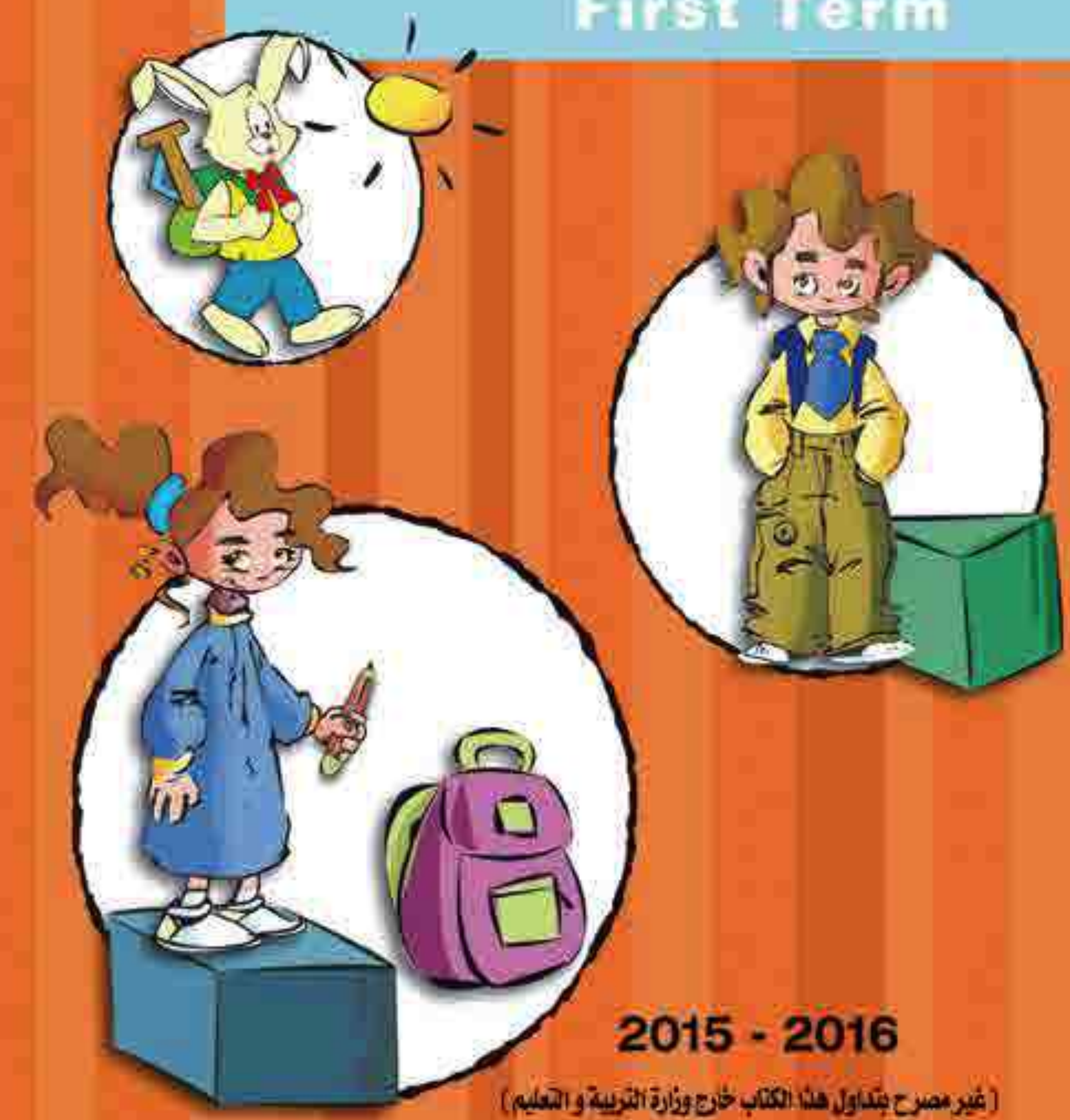


Arab Republic of Egypt
Ministry of Education
Book Sector

MATHEMATICS

For Primary Two

First Term



2015 - 2016



Mathematics

For Primary 2
First Term

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2015 - 2016



A foreword to Teachers and Parents

Dear teacher and parent,

We are pleased to present you with this book as part of a developed chain of mathematics textbooks. For maximum benefit, please note the following:

1- Before solving the story problems, please read them out carefully to your pupils and make sure they are understood.

2- There are several correct answers to some of the questions. It is sufficient for your pupils to mention only one or some according to what is required in the problem. It is with these types of questions that we hope to develop our pupils' creativity.

3- An attempt has been made to remove barriers between mathematics and other areas of knowledge on the one hand, and practical life on the other hand, according to what has come to be known as "curriculum integration". If today's scientists are mainly concerned with "the unity of human knowledge", then the best time to start is the primary stage. Therefore, it is expected that every single detail in the book will be given attention and care even if it does not belong to "mathematics" in the narrow sense of the word.

4- Some affective aims have been included in this curriculum. This is achieved by forming attitudes towards some social issues (such as the over population) besides developing appreciation and interests towards the study of mathematics. Therefore, required discussions, comments, and other like responses should not be ignored under the pretext that they are not included in school tests.

5- It is not only the customary standards of education in Egypt that have been given apparent attention, but also modern trends in the teaching of mathematics. Among these are presenting comprehensive knowledge of numbers before details pertaining to the place value and performing arithmetic operations.

6- In the course of designing this book, circumstances of Egyptian schools have been taken into consideration. Hence the use of measuring tools and the performance of practical experiments have been kept to a minimum.

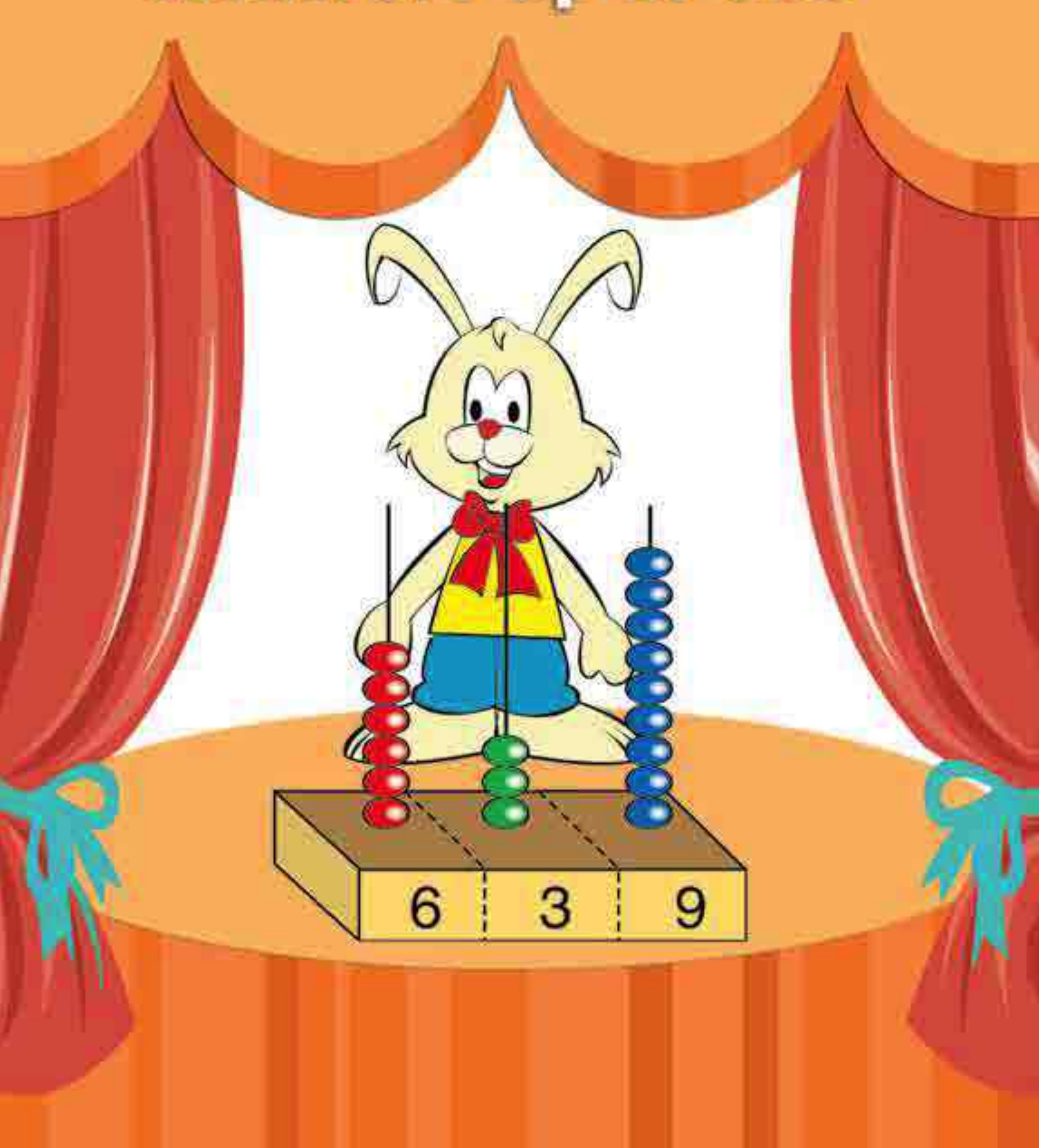
7- There are activities and exercises at the end of each unit. These exercises are typical of the preplanned output of each unit. The activities, however, might sometimes exceed the contents of the unit with the purpose of reviving extra-curricular activities in mathematics. These, in general, support the output of the unit and can be viewed as enrichment activities at the same time.

May God guide us all to what is in the best interest of our beloved country.

Table of Contents

Unit 1

Numbers up to 999



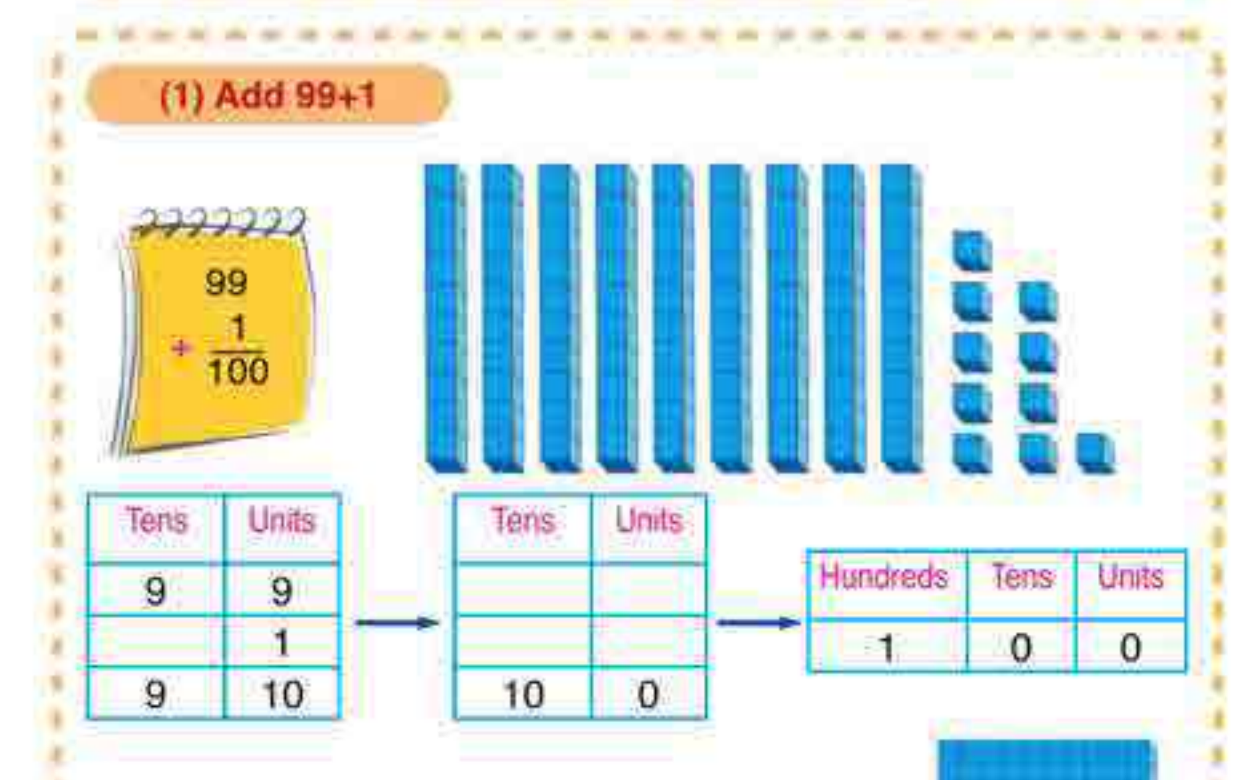


Lesson 1

3-Digit Numbers

The Hundred (and its multiples up to 900)

(1) Add 99+1



Tens	Units
9	9
	1
9	10

→

Tens	Units
10	0

→

Hundreds	Tens	Units
1	0	0

99 + 1 = 100
And it is read: Hundred
(It is the smallest 3-digit number)

(2) Complete :

100 ....

(Hundred pounds)



We can exchange "one hundred-pound paper" and replace with 10 papers of ten pounds.
We can also exchange 10 papers of ten pounds and replace with one paper of hundred pounds

One hundred = 10 tens

(1) Complete as in the example :

Example :

3 tens + 7 tens = 10 tens
30 + 70 = 100

4 tens + ... tens = 10 dizaines
40 + ... = 100

one ten + ... tens = 10 tens
10 + ... = 100

..... tens + ... tens = 10 tens
50 + ... = 100

..... tens + Two tens = 10 tens
.... + ... = 100

(2) Complete as in the example :

Example :

3 hundreds + 4 hundreds = 7 hundreds
300 + 400 = 700

5 hundreds + 3 hundreds = ... hundreds
500 + 300 = ...

two hundreds + ... = 3 hundreds
200 + ... = ...

..... hundreds + 3 hundreds = ... hundreds
400 + 300 = ...

(3) Complete as in the example :

Example :

2 + 3 + 4 = 9
20 + 30 + 40 = 90
200 + 300 + 400 = 900

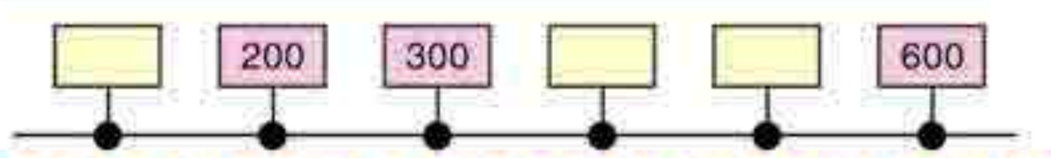
3 + 1 + 2 = ...
30 + 10 + 20 = ...
300 + 100 + 200 = ...

2 + 6 + ... = 9
20 + 60 + ... = 90
200 + 600 + ... = 900

..... + ... + ... = 7
10 + 30 + ... = ...
100 + ... + ... = ...

..... + ... + ... = ...
..... + ... + ... = ...
200 + 200 + 400 = ...

(4) Write the missing numbers in their suitable places :



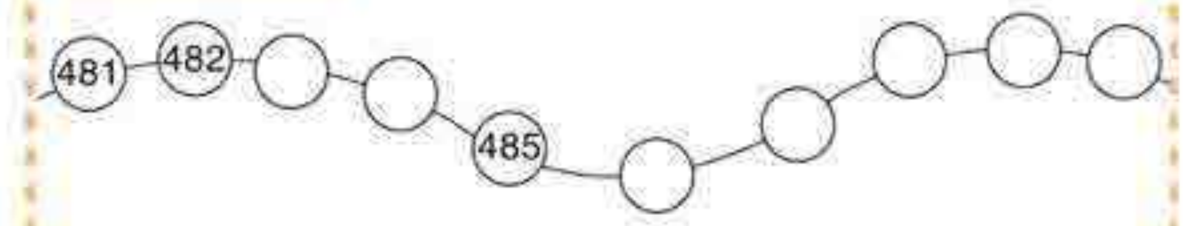
(5) Complete in the same pattern :

- 100 , 200 , 300 , ... , ...
- 900 , 800 , ... , 600 , ...
- 100 , 300 , ... , ... , 900
- 800 , ... , 400 , 200 , ...
- ..... , 400 , 300 , 200 , ...

(6) Write the missing numbers in the following table :

900	901	902	903	904	905	906	907	908	909
910	911	912		914	915	916		918	919
920	921	922	923		925	926	927		929
930		932	933	934	935		937	938	939
	941	942	943	944		946	947	948	
950	951	952	953	954	955	956	957	958	959
960							967	968	969
970			973	974	975	976	977	978	979
980	981	982	983	984	985	986	987	988	989
990	991			994	995	996		998	999

(7) Complete :



(8) Complete :

(a) The numbers between 220 and 230 are:
221, ... , ... , ... , ... , ... , ... , ..., 229

(b) The numbers between 640 and 650 are:
........, ... , ... , ... , ... , ... , ... , ..., ...

(c) The numbers between 815 and 823 are:
........, ... , ... , ... , ... , ... , ...

(9) Complete in the same pattern:

(a) 175 , 176 , 177, ... , ... , ... , ... , ...

(b) 306 , 307 , 308, ... , ... , ... , ... , ...

(c) 670 , 669 , 668, ... , ... , ... , ... , ...

(d) 999 , 998 , 997, ... , ... , ... , ... , ...

(10) Complete the following table :

Number	add 1	add 10	add 100
(a) 68	69	78	168
(b) 400			
(c) 304			
(d) 597			
(e) 780			
(f) 887			

(11) Write a number that is :

(a) 10 more than 30 ....

(b) 10 more than 490 ....

(c) 10 less than 70 ....

(d) 10 less than 225 ....

(12) Write a number that is :

(a) 230 $\xrightarrow{+10}$ ☐ $\xrightarrow{+10}$ ☐ $\xrightarrow{+10}$ ☐

(b) 360 $\xrightarrow{+10}$ ☐ $\xrightarrow{+10}$ ☐ $\xrightarrow{-10}$ ☐

(c) 700 $\xrightarrow{-10}$ ☐ $\xrightarrow{+10}$ ☐ $\xrightarrow{+10}$ ☐

(d) 130 $\xrightarrow{-10}$ ☐ $\xrightarrow{-10}$ ☐ $\xrightarrow{-10}$ ☐

Lesson 2

The Place Value

Look at the picture and write the amount of money as in the example



Example







Hundreds	Tens	Units
1	2	3

The amount is 123 pounds













Hundreds	Tens	Units
....	....	....

The amount is .... pounds

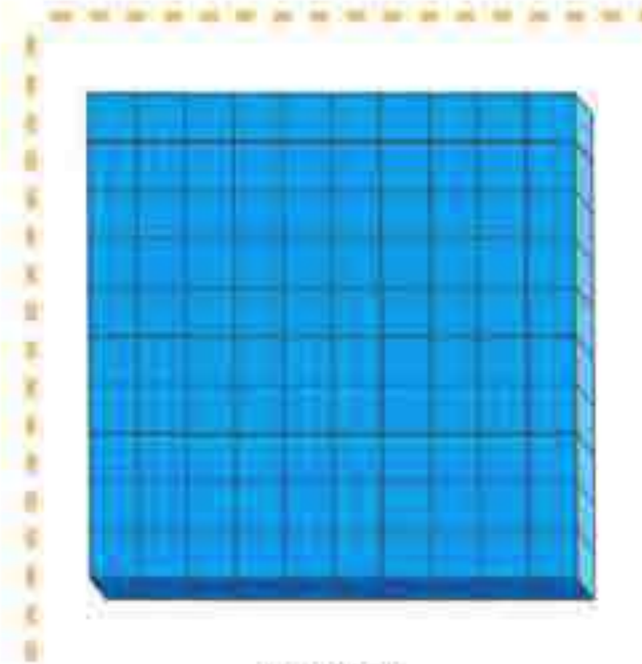






Hundreds	Tens	Units
....	....	....

The amount is .... pounds



hundred
100

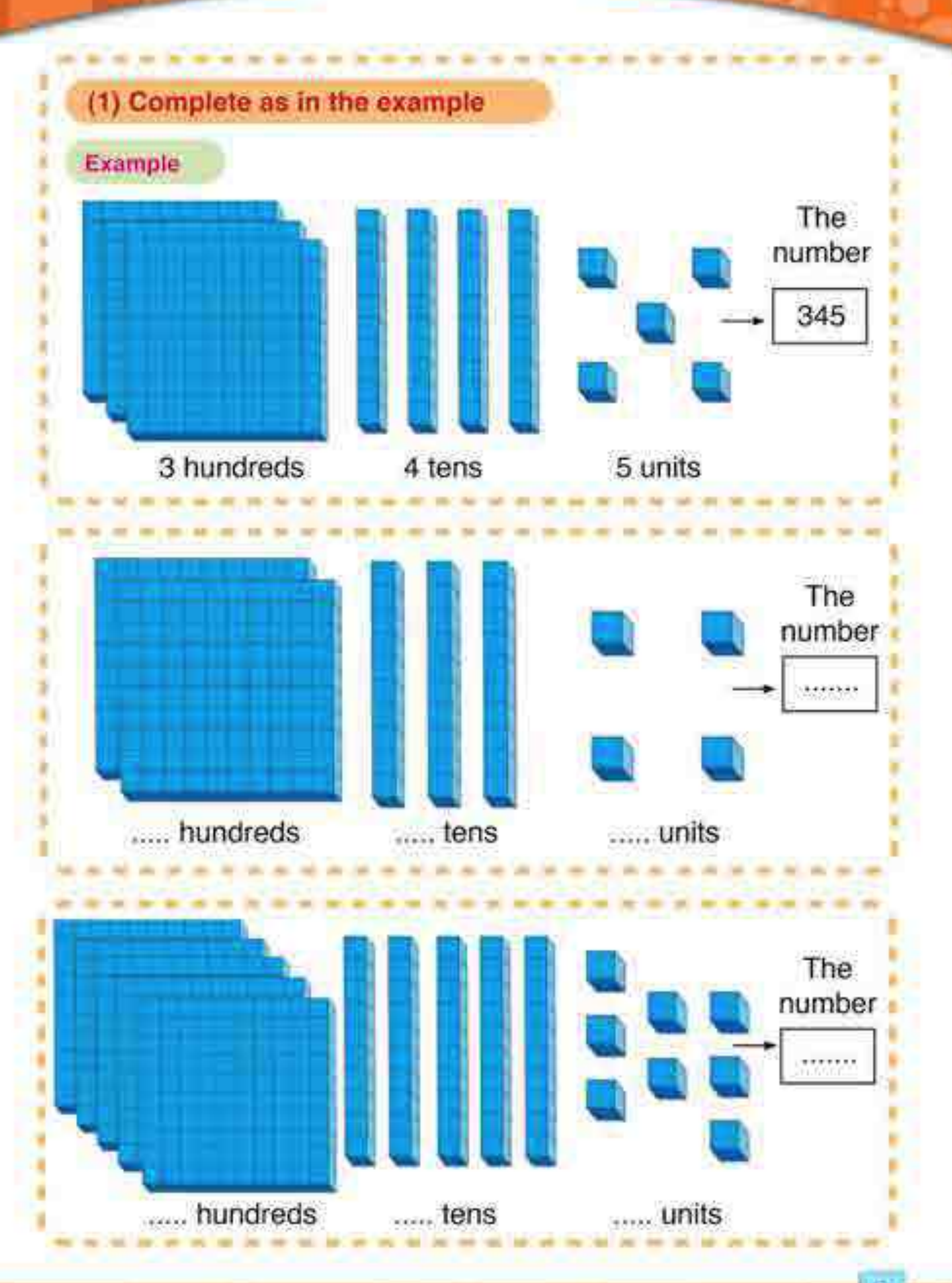


ten
10

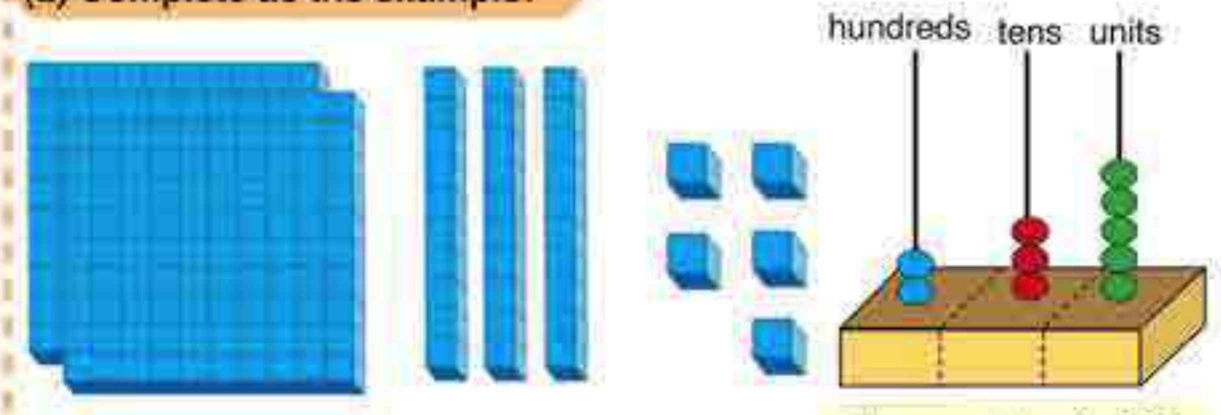


unit
1

(1) Complete as in the example



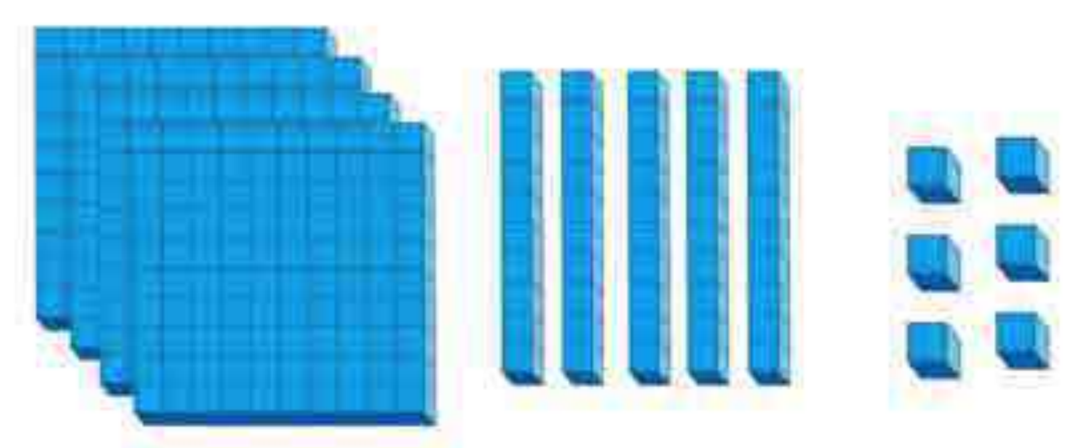
(2) Complete as the example:



The number is 235

	2	3	5
the place value of the digit	Hundreds	Tens	Units
the value of the digit	200	30	5

The number is : 235
is read as: Two hundreds and thirty five



a) .... units + ... tens + ... hundreds.

b) The number is ....

c) The place value of the digit 4 in the previous number is ....

d) The value of the digit 5 in the same number is ....

(3) Complete:

(a) 4 hundreds, 6 tens, and 3 units
the number is .... and is read ....

(b) 7 hundreds, 2 tens, and 5 units
the number is .... and is read ....

(c) 8 hundreds and 7 tens
the number is .... and is read ....

(4) Complete:

(a) 325 = ... + 20 + 5

(b) 436 = 400 + ... + 6

(c) 572 = ... + 70 + ...

(d) 753 = ... + ... + 3

(e) 444 = ... + ... + ...

(f) 450 = ... + ... + ...

(g) 707 = ... + ... + ...

(h) ...... = 400 + 50 + 6

(5) Circle the value of the underlined number (as in the example):

$3\underline{7}4$	$35\underline{2}$	$\underline{7}45$	$\underline{3}1$
700, (70), 7	200, 20 , 2	700, 70 , 7	300, 30 , 3
$66\underline{6}$	$4\underline{0}1$	$\underline{9}3$	$7\underline{7}7$
600, 60 , 6	100, 10 , 0	900, 90 , 9	700, 70 , 7

(6) Underline the suitable number (as in the example):

Example

4 hundreds and 3 tens

340 , $\underline{430}$, 403 , 304

7 tens and 5 units

57 , 75 , 705 , 750

3 hundreds, 8 tens

830 , 803 , 380 , 308

5 hundreds, 4 tens, and 3 units

534 , 543 , 354 , 345

3 hundreds, 6 tens

360 , 630 , 306 , 603

7 hundreds and 4 units

407 , 704 , 740 , 74

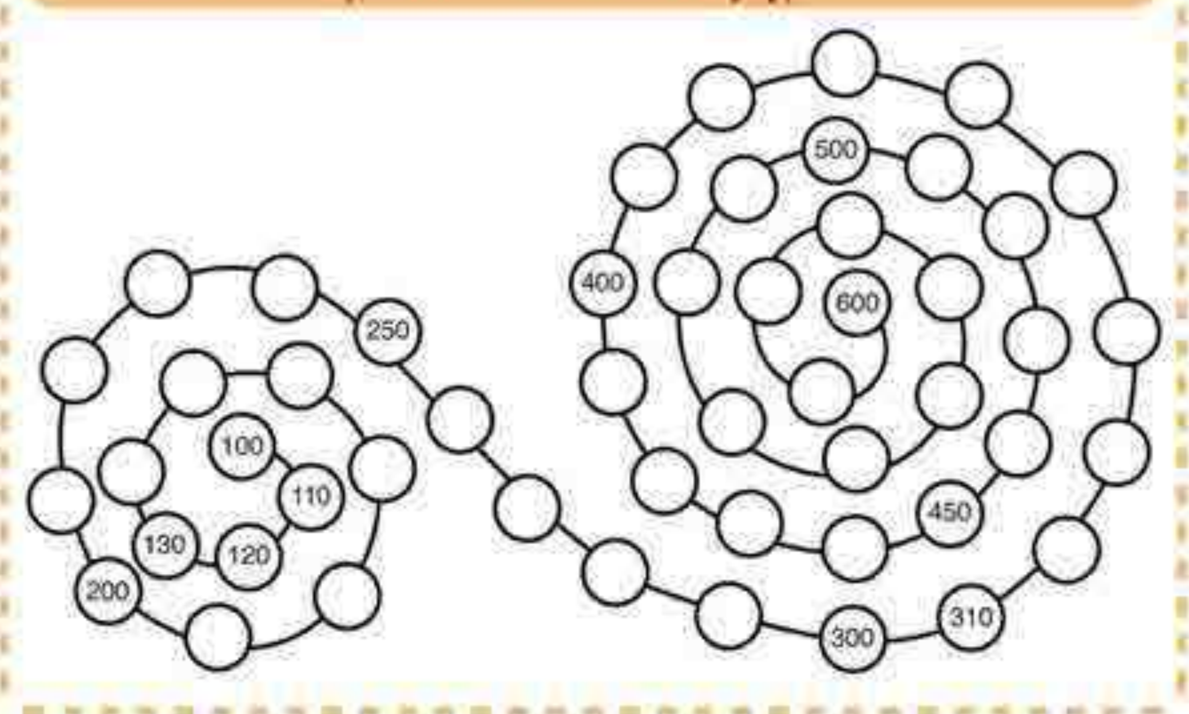
(7) Join the cards with equal numbers:

43 + 500		400 + 30 + 5
	435	
400 + 35		500 + 40 + 3
	543	

5 hundreds, 4 tens, and 3 units

4 hundreds, 3 tens, and 5 units

(8)Write the numbers 330, 290, 440, 590, 350, and 480 in their suitable circles (and leave the rest empty):



Lesson 3

Comparing Two Numbers and Ordering Numbers

Example: Remark the following

4	3	1	4 hundreds > 3 hundreds 431 > 342	3	4	2
3	5	2	5 tens > 2 tens 352 < 326	3	2	6
3	2	3	3 units < 4 units 323 < 324	3	2	4



(1) Underline the greater number

53 , 143	597 , 602	102 , 99
749 , 777	956 , 965	63 , 83

(2) Complete using the suitable sign of (<, =, or >)

(a) 245 ☐ 324

(b) 610 ☐ 597

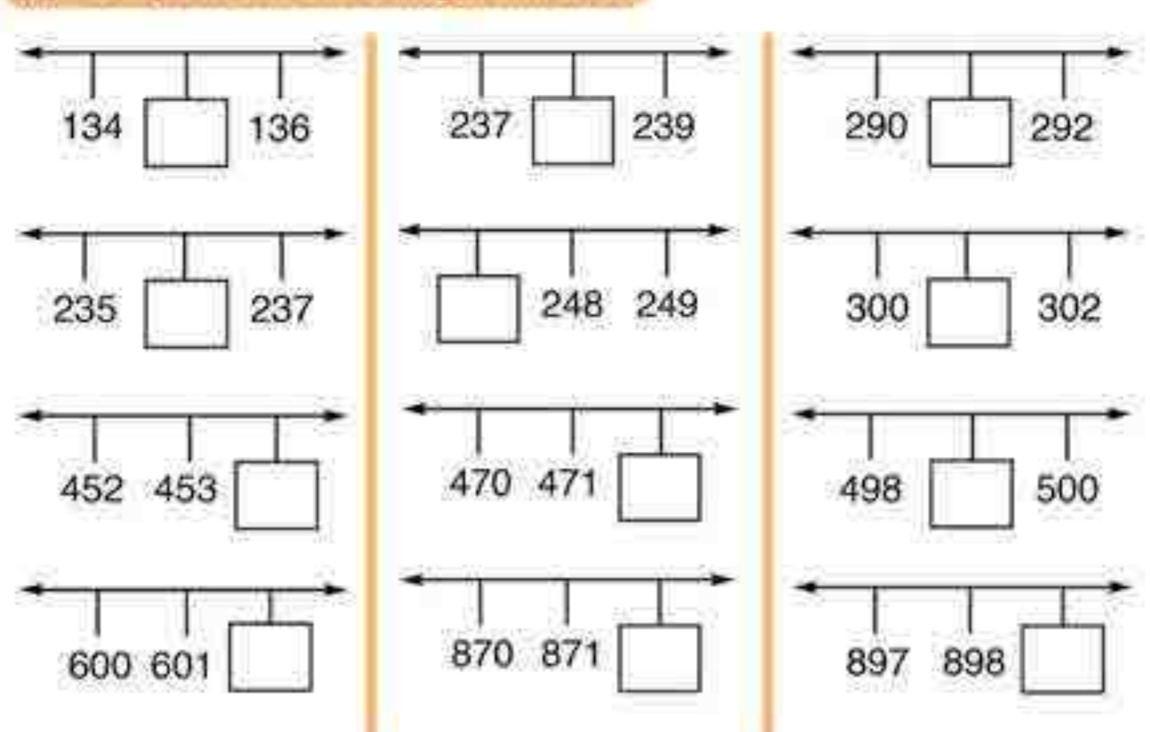
(c) 875 ☐ 874

(d) 499 ☐ 499

(e) 193 ☐ 210

(f) 714 ☐ 619

(3) Complete the missing numbers:



(4) Complete as the example

The number just after the number 250 is 251 (+1)

The number just before the number 720 is 719 (−1)

(a) The number just after the number 327 is ....

(b) The number just after the number 599 is ....

(c) The number just before the number 253 is ....

(d) The number .... is just before the number 400

(5) Arrange each of the following sets of numbers in ascending order (from the smallest to the greatest) and in descending order (from the greatest to the smallest).

(a) 624 , 357 , 425 , 286

ascendingly : .... , ... , ... , ...

descendingly : .... , ... , ... , ...

(b) 815 , 999 , 718 , 357 , 614

ascendingly : .... , ... , ... , ... , ...

descendingly : .... , ... , ... , ... , ...

(c) 201 , 524 , 637 , 900 , 723

ascendingly : .... , ... , ... , ... , ...

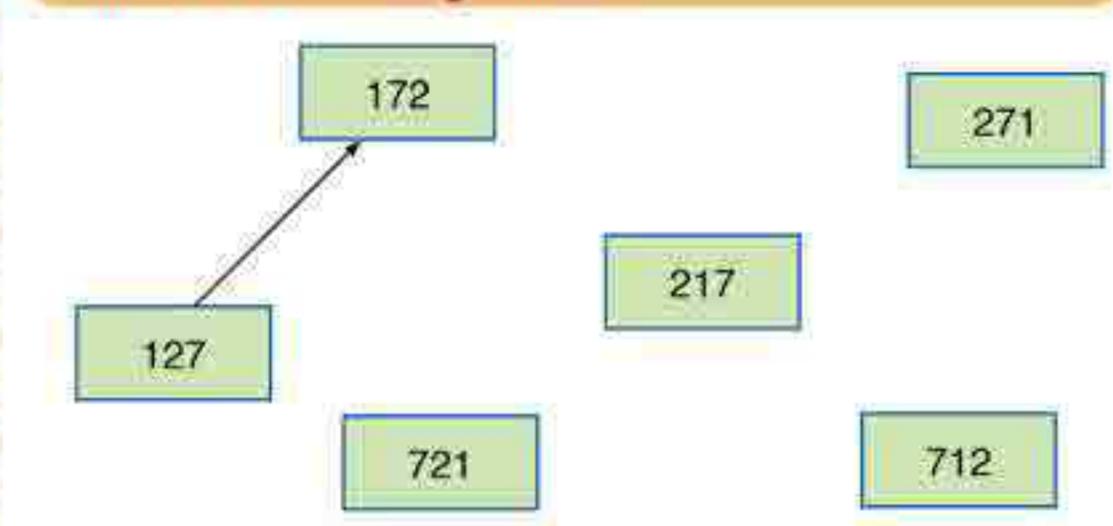
descendingly : .... , ... , ... , ... , ...

(6) Arrange the following numbers in order and put them in their suitable places:

524 , 245 , 425 , 542 , 254

The numbers in order are: .... <.......<.......<.......<.......

(7) Complete the drawing of the arrows to show the ascending order of the following numbers:



(8) Write all the numbers that can be formed using the cards that have the following digits:

2	5	8

.... , ... , ... , ... , ... , ...

Complete:

- The greatest number formed from these cards is ....
- The smallest number formed from these cards is ....

Question:
Can you find out the answers without writing all the numbers? Think how can it be?

(9) Write the greatest and smallest numbers that can be formed using the shown cards:

(a) 6 , 3 , 7 The greatest number: .... The smallest number: ....

(b) 3 , 5 , 8 The greatest number: .... The smallest number: ....

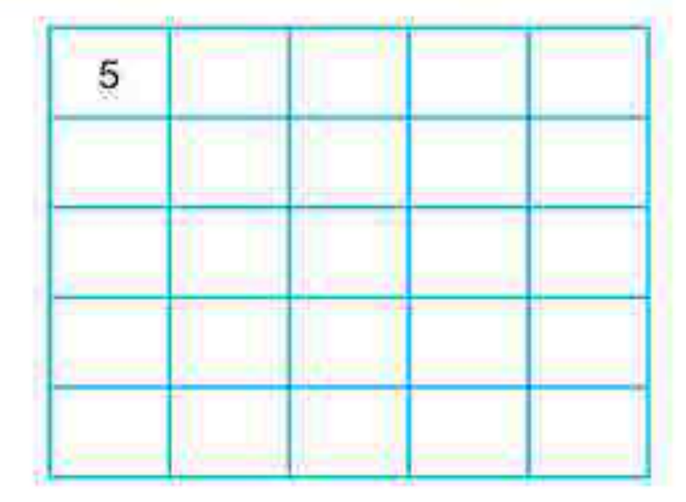
(c) 9 , 1 , 2 The greatest number: .... The smallest number: ....

(d) 6 , 3 , 4 The greatest number: .... The smallest number: ....

(10) (a) Complete in the same pattern:

15	20	25	30	35
35	40	45	50	55
55	60		70	
	80	85		
				115

(b) Form a pattern of your own and complete it:



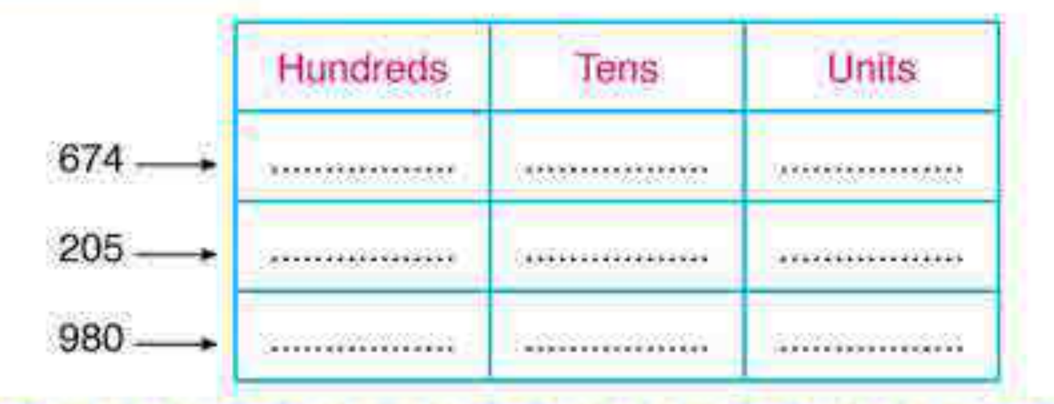
5				

(11) Write the numbers 257,752,257 in the suitable places so that they are in ascending order.

183	249			659		957

Exercises
Unit 1

(1) Complete:



	Hundreds	Tens	Units
674 →	....	....	....
205 →	....	....	....
980 →	....	....	....

(2) Complete:

(a) 5 hundreds, 3 tens, and 2 units

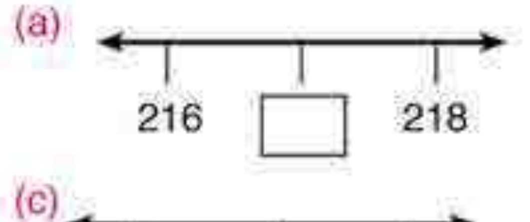
the number is .... and is read ....

(b) 7 hundreds, 5 tens, and 6 units

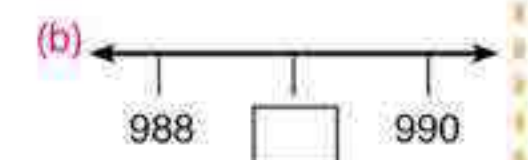
the number is .... and is read ....

(3) Complete the missing numbers:

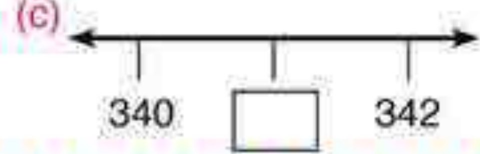
(a)



(b)



(c)





(4) Complete the missing numbers:

The number	by adding 1	by adding 10	by adding 100
300			
507			
788			

(5) Use one of the signs <, =, or > and complete with a suitable number

(a) 948 ☐ 950

(b) 508 ☐ 507

(c) 607 = ...

(d) 413 < ....

(6) Put the following numbers in ascending and descending order

245 , 894 , 362 , 549 , 110

Ascending order : .... , ... , ... , ... , ...

Descending order : .... , ... , ... , ... , ...



(1) Find out the pattern and complete:

230	250	270		
240		280		320
	270			330

(2) Complete:

(a) The smallest 3-different digit number is ....

(b) The greatest 3-different digit number is ....

(c) The number of all numbers that formed from 3 digits is ....

(3) Nadia wrote a list of all the consequent numbers between 100 and 150. How many times did she write the digit 7 in this list?

....

(4) Write the digits 5 and 8 in the empty squares so that:

(a) The sum of the two numbers 3 ☐ 7

and ☐ 64 is as great as possible.

(b) The sum of the two numbers 29 ☐

and ☐ 10 is as small as possible.

(5) Omit one of the digits in the number 475, and write the remaining 2-digit number (in the same order) so that this number is?

(a) As great as possiple ....

(b) As small as possiple ....

(6) Rearrange the digits in the numbers 254 and 21 so that:

(a) their sum is the greatest ....

(b) their sum is the smallest ....

(c) the difference between them is the greatest ....

(7) Complete:

(a) The greatest 3-digit number which its hundreds digit equals the sum of the tens and units digits is...............

(b) The greatest 3-different digit number which its hundreds digit equals the sum of the units and the tens digits is...............

(c) The smallest 3-digit number which its hundreds digit equals the sum of the tens and units digits is...............

(8) Complete the following table. Use ✔ and ✘ in the suitable places (as in the example)

Example

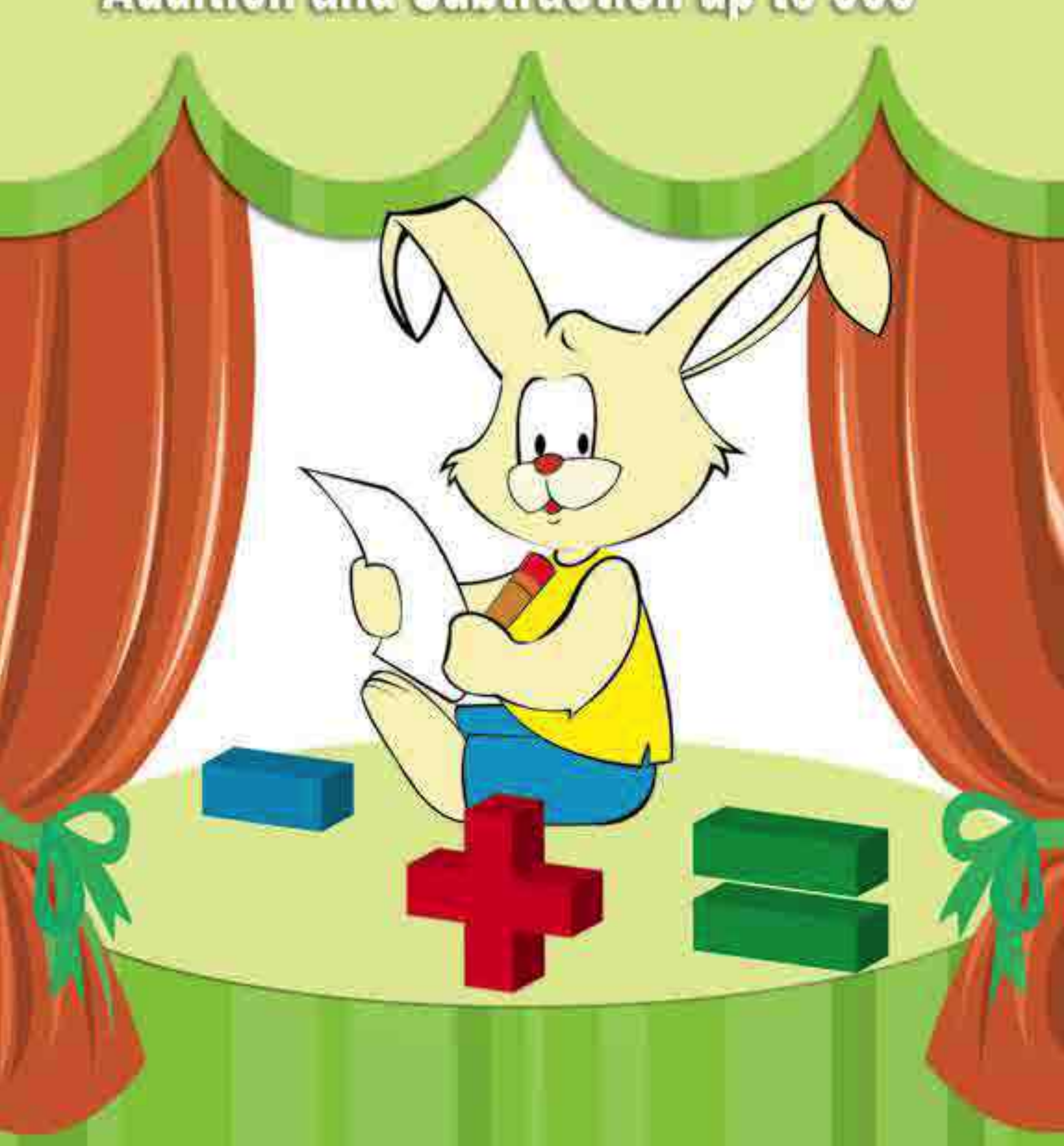
The number	its tens digit is 3	its hundreds digit is 3	smaller than 300	greater than 300
432	✔	✘	✘	✔
324				
342				
343				
234				
333				

(9) Complete the following table by writing the suitable numbers in the blank spaces

The number	its tens digit is 7	its hundreds digit is 7	smaller than 700	qreater than 700
....	✘	✔	✘	✔
....	✔	✔	✘	✔
....	✔	✘	✔	✘
....	✔	✔	✘	✔
....	✘	✘	✘	✔
....	✘	✘	✔	✘

Unit 2

Addition and Subtraction up to 999



Lesson 1

Adding by Numbers

Example

174 + 612 = 100 + 70 + 4
+ 600 + 10 + 2
= 700 + 80 + 6
= 786

	Hundreds	Tens	Units
	1	7	4
+	6	1	2
	7	8	6

(1) Complete as in the above example

(a) 532 + 264 = 500 + ... + 2
+ ..... + ... + 4
= ..... + ... + ...
= .....

	Hundreds	Tens	Units
	....	....	....
+	....	....	....

(b) 675 + 24 = ... + ... + ...
+ ..... + ... + ...
= ..... + ... + ...
= .....

	Hundreds	Tens	Units
	....	....	....
+	....	....	....

(c) 208 + 791 = ... + ... + ...
+ ..... + ... + ...
= ..... + ... + ...
= .....

	Hundreds	Tens	Units
	....	....	....
+	....	....	....

(2) Add

(a)
$$\begin{array}{r} 214 \\ +\ 653 \\ \hline \ldots\ldots \end{array}$$

(b)
$$\begin{array}{r} 150 \\ +\ 419 \\ \hline \ldots\ldots \end{array}$$

(c)
$$\begin{array}{r} 601 \\ +\ 106 \\ \hline \ldots\ldots \end{array}$$

(d)
$$\begin{array}{r} 432 \\ +\ 567 \\ \hline \ldots\ldots \end{array}$$

(e)
$$\begin{array}{r} 654 \\ +\ 234 \\ \hline \ldots\ldots \end{array}$$

(f)
$$\begin{array}{r} 611 \\ +\ 143 \\ \hline \ldots\ldots \end{array}$$

(3) Add

(a) 600 + 39 = ...

(b) 100 + 200 = ...

(c) 300 + 150 = ...

(d) 111 + 222 = ...

(e) 532 + 235 = ...

(f) 666 + 333 = ...

Lesson 2

Adding by Renaming

Example (1)

7 + 8

= 5 + 2 + 8

= 5 + 10

= 15

then 7 + 8 = 15 or

$$\begin{array}{r} 7 \\ + \; 8 \\ \hline 15 \end{array}$$

Complete as in example (1)

6 + 7

= 3 + ... + ...

= 3 + ...

= ....

therefore 6 + 7 = ... or

$$\begin{array}{r} 6 \\ + \; 7 \\ \hline .... \end{array}$$

Example (2)

79 + 3

= 79 + 1 + 2

= 80 + 2

= 82

therefore 79 + 3 = 82 or

$$\begin{array}{r} 79 \\ + \; 3 \\ \hline 82 \end{array}$$

Complete as in example (2)

57 + 4

= 57 + ... + ...

= ... + ...

= ...

therefore 57 + 4 = ... or

$$\begin{array}{r} 57 \\ + \; 4 \\ \hline .... \end{array}$$

Example (3)

To find the sum of 37 + 45 we can follow these steps :

37 + 45	→	30 + 7 + 40 + 5	→	30 + 7 + 40 + 3 + 2

= 70 + 10 + 2

= 80 + 2

= 82

Therefore 37 + 45 = 82

(1) Complete as in example (3)

(a)

58 + 27	→	...... + 8 + 20 + ...	→	...... + 8 + 20 + 2 + ...

= .... + ... + ... = ... + ... = ...

Then 58 + 27 = ...

(b)

74 + 17	→		→	

= .... + ... + ... = ... + ... = ...

Then 74 + 17 = ...

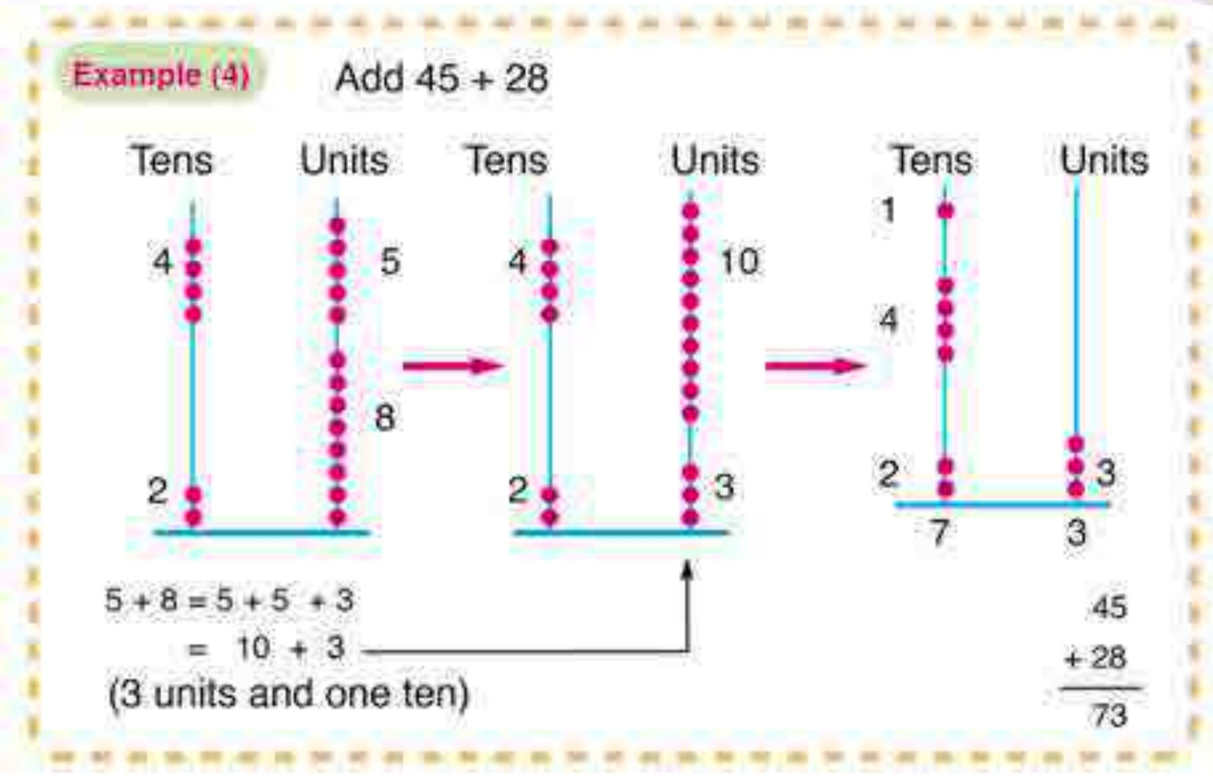
(c)

39 + 28	→		→	

= .... + ... + ... = ... + ... = ...

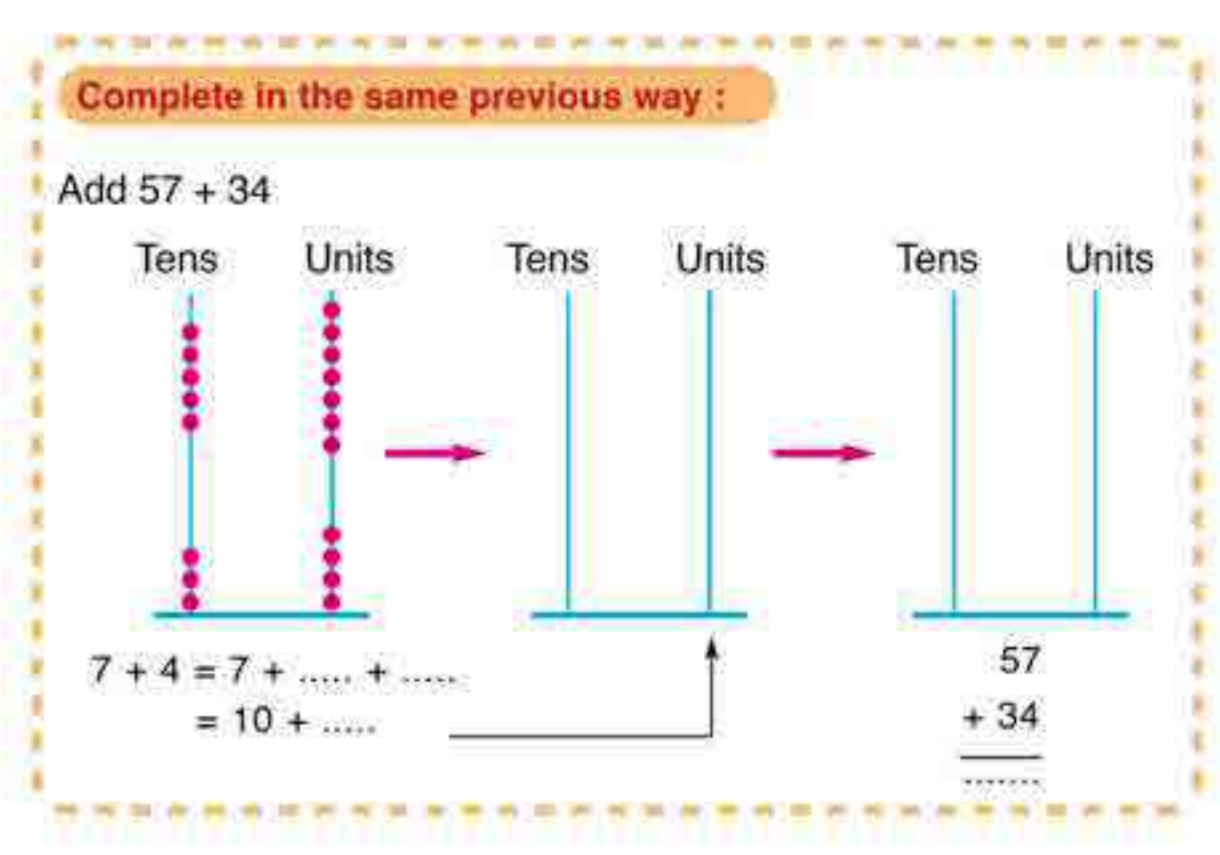
Then 39 + 28 = ...

Example (4) Add 45 + 28



Complete in the same previous way :

Add 57 + 34



Example (5) Add :

(a) 9 + 4 = 13

```
   9
+  3
----
  14
```

(b) 17 + 5 = 22

```
  ①
  17
+  5
----
  22
```

(c) 68 + 54 = 122

```
  ①
  68
+ 54
----
 122
```

Add as in example (5)

(a) 8 + 5 = ...

```
   8
+  5
----
....
```

(b) 26 + 7 = ...

```
  26
+  7
----
....
```

(c) 92 + 19 = ...

```
   92
+  19
-----
......
```

Example (6) Add :

(a) 257 + 6 = ...

```
  ①
  257
+   6
-----
  263
```

(b) 628 + 84 = ...

```
  ①①
  628
+  84
-----
  712
```

(c) 193 + 342 = ...

```
  ①
  193
+ 342
-----
  535
```

Complete as in the example (6)

(a) 614 + 8 = ...

```
  614
+   8
-----
......
```

(b) 919 + 77 = ...

```
  919
+  77
-----
......
```

(c) 608 + 136 = ...

```
  608
+ 136
-----
......
```

Example (7)

Underline the closest number to the sum of these numbers (without adding)

(a) 81 + 18 (100 ; 200 ; 300)

9 tens → 100

(b) 216 + 310 (400 ; 500 ; 600)

5 hundreds (step 1) ✔

2 tens (step 2) ✘

(c) 328 + 461 (700 ; 800 ; 900)



(8 tens → 100)

Complete in the same previous way

(a) 13 + 95 (100 ; 200 ; 300)

(b) 208 + 417 (500 ; 600 ; 700)

(c) 461 + 150 (400 ; 500 ; 600)

First: Notice the following example :

(a) 5 + 3 = 3 + 5

(8)   (8)

(b) 17 + 11 = 11 +17

(c) 238 + 7 = 7 + 238

in the addition operation it is possible to exchange the two numbers

Complete in the sam way :

(a) 280 + 47 = 47 + ...

(b) 743 + ... = 172 + 743

(c) ... + 97 = 97 + 418

Second : Notice the following example

(1) 6 + 4 + 3 =

(a)

6 + 4 + 3
= (6 + 4) + 3
= 10 + 3
= 13

(b)

6 + 4 + 3
= 6 + (4 + 3)
= 6 + 7
= 13

What do you notice?

(2) 96 + 4 + 18
= (96 + 4) + 18
= 100 + 18
= 118

(3) 24 + 119 + 31
= 24 + (119 + 31)
= 24 + 150
= 174

Complete by the same way

(a) 97 + 3 + 14
= (.... + ...) + 14
= ... + ... = ...

(b) 178 + 2 + 200
= (... + ...) + 200
= ... + ... = ...

Exercises on addition

(1) Add :

```
  394      645      806      381
+ 206    +  38    + 109    +  47
------   ------   ------   ------
......   ......   ......   ......

  287      753      874      398
+ 624    + 169    +  36    +  65
------   ------   ------   ------
......   ......   ......   ......

  307      809      199      544
+  99    +  99    + 534    + 166
------   ------   ------   ------
......   ......   ......   ......
```

(2) Find the sum of the numbers 45 and 37 and the sum of the numbers 74 and 83 and then find the sum of the two resultants.

Complete :

```
  45       74       ......
+ 37     + 83     + ......
-----    -----    --------
.....    .....    ......
```

What do you expect to find if we add the numbers 45 and 74 and the numbers 37 and 83 and then find the sum of the two results

Complete :

45	37	
+ 74	+ 83	
....	....	



compare between the two results.

(3) Add

172 + 203 + 265	400 + 123 + 286	178 + 59 + 603 ....
122 + 119 + 390	608 + 34 + 300	432 + 171 + 99 ....

(4) Complete :

(a) 217 + 598 = ...

(b) 442 + 470 = ...

(c) 114 + 719 = ...

(d) 542 + 258 = ...

(5)

on Friday, 563 people visited the Zoo and on the next day visited the Zoo 276 people.
The total number of the visitors who visited the Zoo in the two days = ... + ...= ...... visitor

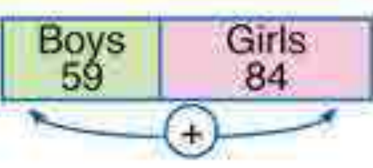




(6) On Saturday morning, 59 boys and 84 girls went to the library in one of the schools :



(a) The number of children who went to the library
(b) What are the benefits of going to the library ?



(7) Complete using one of the signs <, = , or >

(a) 546 + 217 ☐ 900

(b) 106 + 315 ☐ 400

(c) 294 + 406 ☐ 700

(d) 323 + 546 ☐ 768

(8) Underline the closest number to the sum of these numbers (without adding) :

(a) 43 + 39 (100 , 200 , 300)

(b) 287 + 318 (400 , 500 , 600)

(c) 132 + 115 (300 , 400 , 500)

(d) 464 + 336 (700 , 800 , 900)

Lesson 3

Subtraction

(1) Complete

(a) 9 – 2 = ...
because 9 = 2 + ...

(b) 8 – 4 = ...
because 8 = 4 + ...

(c) 10 – 3 = ...
because 10 = 3 + ...

(2) With the help of the figure, complete as in the example



Example : 13 – 7 = 6

(a) 13 – 8 = ...
(b) 13 – 9 = ...
(c) 13 – 10 = ...
(d) 13 – 11 = ...
(e) 13 – 12 = ...
(f) 13 – 13 = ...

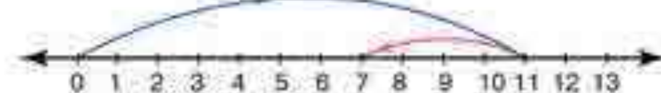
(3) Complete as the example:

5 the result

(a) 8 – 3 = 5

0 1 2 3 4 5 6 7 8 9 10 11 12 13

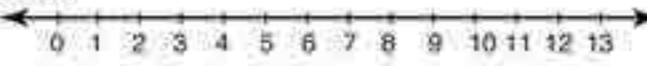
(b) 11 – 4 = ...



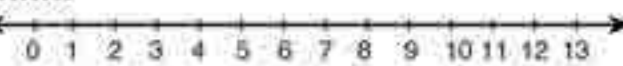
(c) 12 – 6 = ...

0 1 2 3 4 5 6 7 8 9 10 11 12 13

(d) 13 – 1 = ...



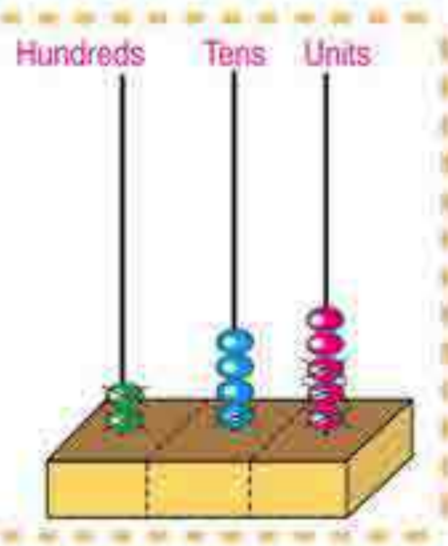
(e) 13 – 12 = ...



(f) 7 – 7 = ...



(4) Notice and complete with the help of the example :



Example : 245 – 213 = 32

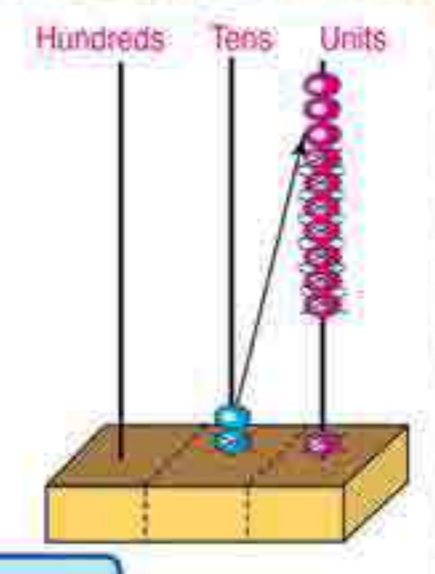
(a) 747 – 315 = ...

(b) 478 – 145 = ...

(c) 592 – 471 = ...

(d) 946 – 545 = ...

(5) Notice and complete as in the example :



Example : 21 – 18 = 3

$$\begin{array}{r} 21 \\ -\ 18 \\ \hline 3 \end{array} \longrightarrow \begin{array}{rr} 1 & 11 \\ -1 & 8 \\ \hline & 3 \end{array}$$

(a)

$$\begin{array}{r} 43 \\ -\ 29 \\ \hline \text{.........} \end{array}$$

(b)

$$\begin{array}{r} 95 \\ -\ 48 \\ \hline \text{.........} \end{array}$$

(c) 67 - 48

(d) 36 - 16 =

(e) 54 - 45

(6) Notice and complete with the help of the example :

Example : 375 – 158 = 217

375 →
–158

Hundreds	Tens	Units	
3	(6) 7	(15) 5	minuend
1	5	8	subtrahend
2	1	7	remainder

(a) 864
– 529
....

(b) 643
– 319
....

(c) 976 – 748 = ...

(d) 228 – 119 = ...

Exercices on the subtraction

(1) Subtract :

(a) 927
– 415
....

(b) 672
– 349
....

(c) 327
– 117
....

(d) 848
– 457
....

(e) 775 – 258 = ...

(f) 496 – 269 = ...

(g) 310 – 158 = ...

(h) 202 – 143 = ...

(i) 618 – 618 = ...

(j) 174 – 0 = ...

(k) 527 from 641 = ...

(l) 709 from 908 = ...

(2) Find the difference between :

(a) 618 , 737 (b) 530 , 340 (c) 900 , 584

(3) Complete :

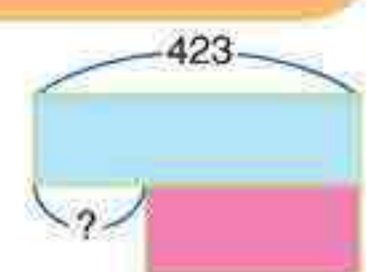
(a) ☐ + 200 = 354 (b) 300 – ☐ = 250

(c) ☐ – 400 = 100

(4) If the number of the pupils in one of the primary schools are 423, 267 of them are boys. How many girls are there ?

number of girls = ... – ....

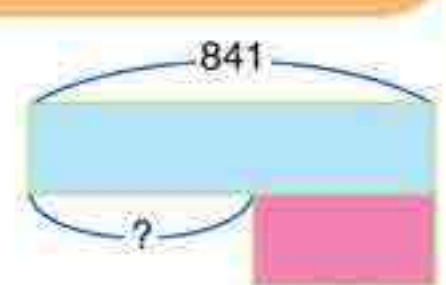
= ....



(5) One day, the number who visited the pyramids are 841 persons, 274 of them are Egyptians. How many foreigners visited the pyramids ?

number of foreigners = ... – ....

= ......



(6) Mina is reading a book that has 236 pages. He has finished reading 177 pages. How many pages are left ?

The remaining pages = ... – .... = ...

(7) The school will take the second year primary pupils on a trip to the Pharaonic Village. 165 pupils paid to go. How many pupils are not going if there are 217 pupils in the second year primary ?

The number of pupils who are not going on the trip =

.... – .... = ...

(8) Complete :



(9) Complete in the same pattern :

(a) 894 , 884 , 874 , ... , ... , ... , ...

(b) 650 , 600 , ... , ... , 450, ... , ...

(c) 770 , 700 , 630 , ... , ... , ...

(10) Complete in the same pattern :

30	40	50	60
20			
10			
0	10		30



(11) Complete using the suitable sign of (< , = , or >)

(a) 862 – 387 ☐ 475

(b) 419 – 239 ☐ 177

(c) 657 – 248 ☐ 509

(d) 264 – 158 ☐ 879 – 798

(e) 534 – 205 ☐ 176 + 315

(f) 294 + 412 ☐ 816 + 110

(12) Complete

(a) 395 – 196 = ...

(b) 468 – 282 > ....

(c) 532 – 374 < ....

(d) 667 – .... > 498 + 152

(e) 452 + ... < 914 – 358

(13) Circle the closest number to the correct answer (without doing the operations) :

(a) 345 – 230 (100 , 200 , 300)

(b) 690 – 309 (300 , 400 , 500)

(c) 746 + 126 – 300 (400 , 500 , 600)

Exercises
Unit 2

(1) Complete :

(a) 315 + 629 = ...

(b) 579 + 248 = ...

(c) 614 – 403 = ...

(d) 775 – 468 = ...

(e) 428 + 399 = ...

(f) 240 – 179 = ...

(g)

$$\begin{array}{r} 169 \\ +\ 470 \\ \hline \text{..........} \end{array}$$

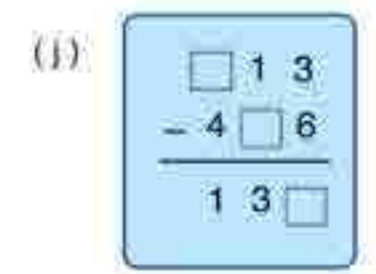
(h)



(i)

$$\begin{array}{r} \square\ 8\ 7 \\ +\ 2\ \square\ \square \\ \hline 5\ 1\ 9 \end{array}$$

(j)



(2) Complete using the suitable sign (<, =, or >)

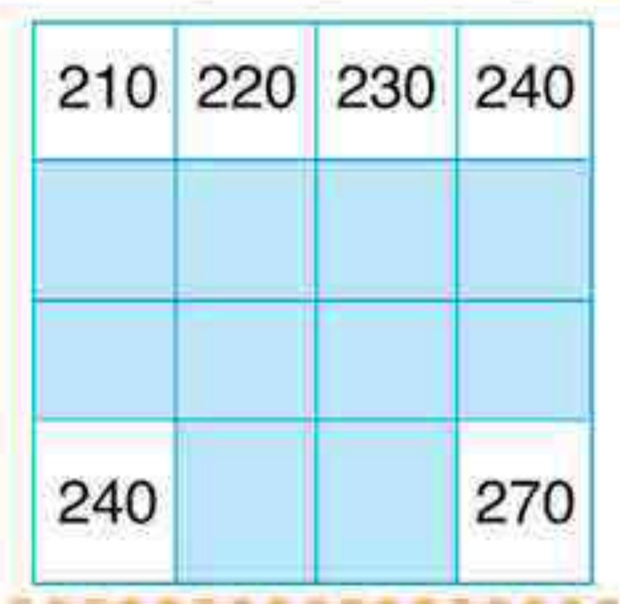
(a) 325 – 268  100

(b) 267 + 468  735

(c) 493 + 202 □ 543 – 394



(3) Complete in the same pattern (horizontally, vertically) :



210	220	230	240
240			270

(4) Complete :

(a) 287 , 290 , 293 , ... , ... , ... , ...

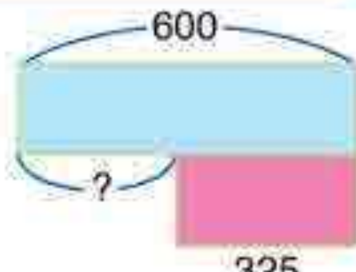
(b) 230 , 260 , 290 , ... , ... , ... , ...

(c) 600 , ... , 650 , 675 , ... , ... , ...

(5) A train has 600 seats, 325 tickets are reserved to get this train, how many space seats?

Number of space seats = ... − ....

= ....



(1) We have found out that :

346 - 158 = 188

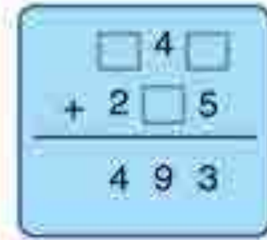
So we can deduce the following :

188 + 158 = 346

158 + 188 = 346 Can you use this to find a way to check if the subtraction is correct? Think how this can be done ?

(2) Complete :

4 3 7	5 □ 5		6 □ □
+ 3 7 □	+ 1 8 □		+ 2 5 8
8 □ 2	7 2 4		□ 0 5



□ 4 □
+ 2 □ 5
4 9 3

2 4 3	□ □ □	□ 4 8	7 □ 2
− □ □	− 4 9 6	− 1 □ □	− 3 7 6
1 5 2	1 4 8	1 3 7	□ 0 □

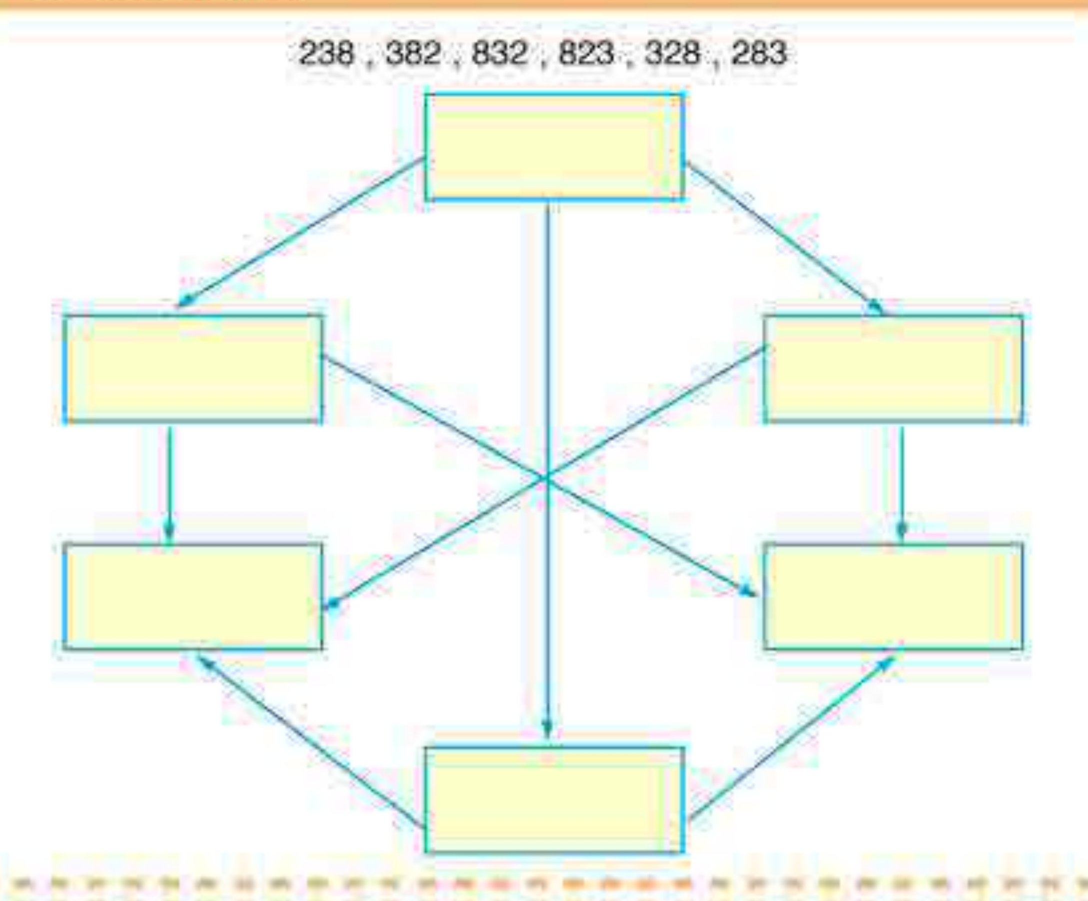
(3) Who am I?

(a) I am a number. If you add me to 500 and subtract 264 from the resultant, I become 436. Who am I? ....

(b) I am a 3-digit number. If you subtract me from 333, the remainder will be as great as possible. Who am I?.....................

(4) Write these numbers in their suitable places in the rectangles so that every arrow goes from the smaller number to the greater number

238 , 382 , 832 , 823 , 328 , 283



(5) Rearrange the digits of the two numbers 437 and 561 so that :

(a) The sum of the new numbers is as great as possible: .... and..........

(b) The sum of the new numbers is as small as possible: .... and..........

(c) The difference between the new numbers is as great as possible:..........and..........

(d) The difference between the new numbers is as small as possible:..........and..........

Unit 3

Geometry



Lesson 1

Open Curve and Closed Curve

Look at the opposite shapes:

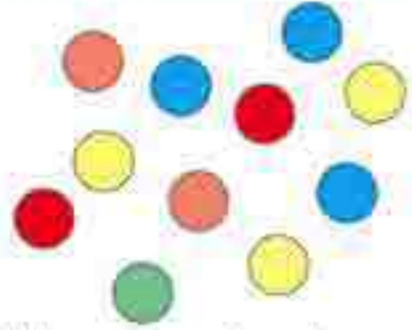
- The green rope has the shape of an open curve.
- The red rope has the shape of a closed curve.



Put (✔) inside every closed curve:



(2) Draw a closed curve around every 3 balls and answer the questions:



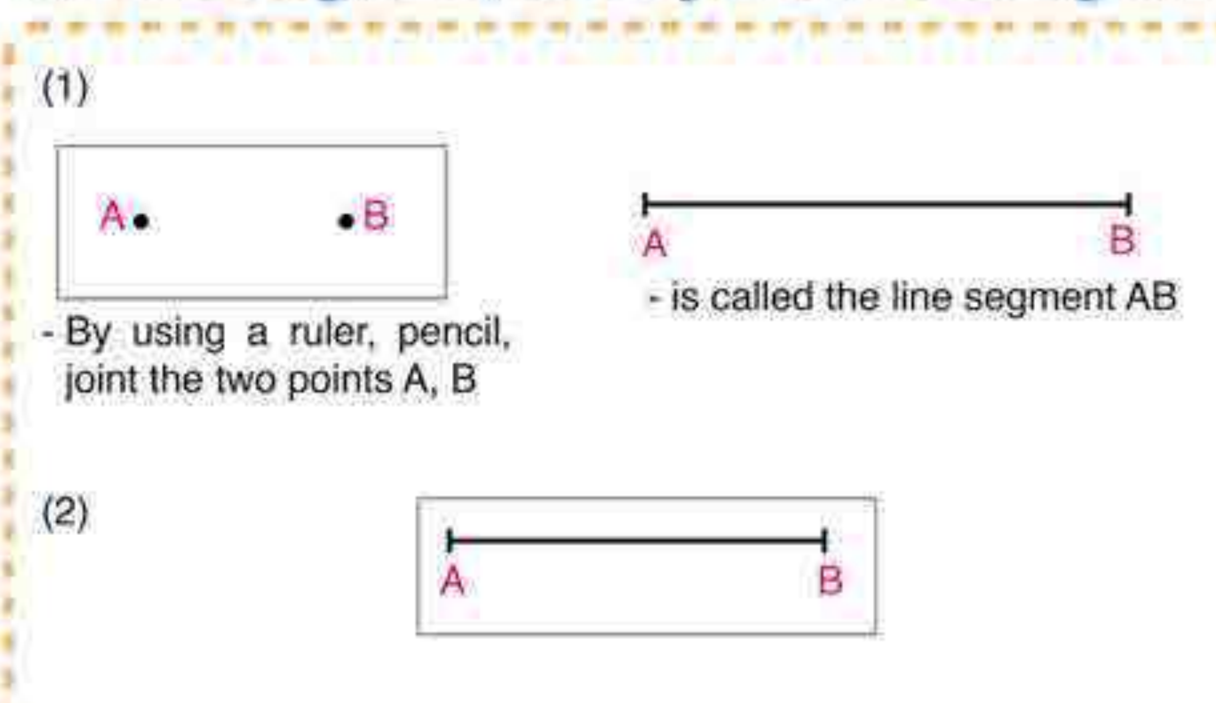
- How many closed curves did you draw.
- How many balls remained outside the closed curves? ......

(3) Draw a closed, then draw 3 open curves inside it

Lesson 2

The line segment, the ray and the straight line

(1)



- By using a ruler, pencil, joint the two points A, B

- is called the line segment AB

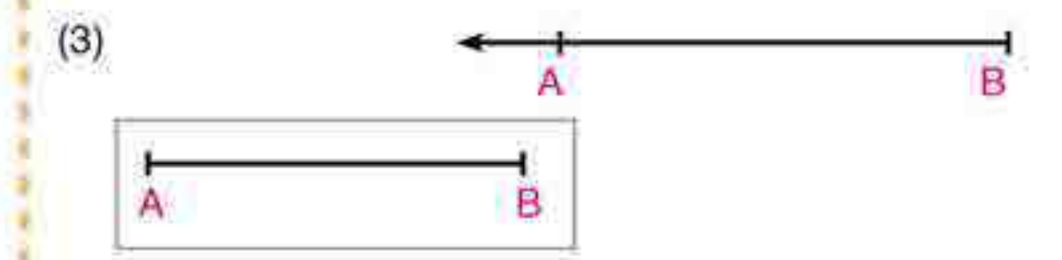
(2)

- If the line segment AB extended from B, you will get the ray AB



- If the line segment AB extended from A, you will get the ray BA

(3)



- If the line segment AB extended from both A and B , you will get the straight line AB

A B

Exercises

(1) Join from the column (B) to the suitable of the column (A) :

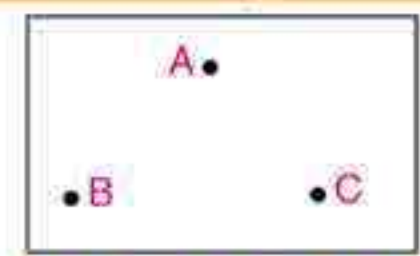
First Column	Second Column
A B	- Ray AB
A B	- Straight line BA
B A	- Ray BA
A B	- line segment AB

(2) Write the number of line segments that formed each of the following figures :



....

(3) Use a ruler and a pencil, to join each two points, then complete: Number of line segments = ... :



(4) Join each 2 of the follwing 4 points and answer the questions:

(a) How many line segments could you draw? ....

(b) How many triangles can you see in the shape you drew? ....

(5) Draw a ray that starts at the point A and is passing through the point B :

A

B

(6) Draw a ray that starts at the point X and is passing through the point Y:

X

Y

(7) Write the name of each figure under it :

....

(8) In the following table write the starting point of each ray, the names of two points on it and two points outside it :

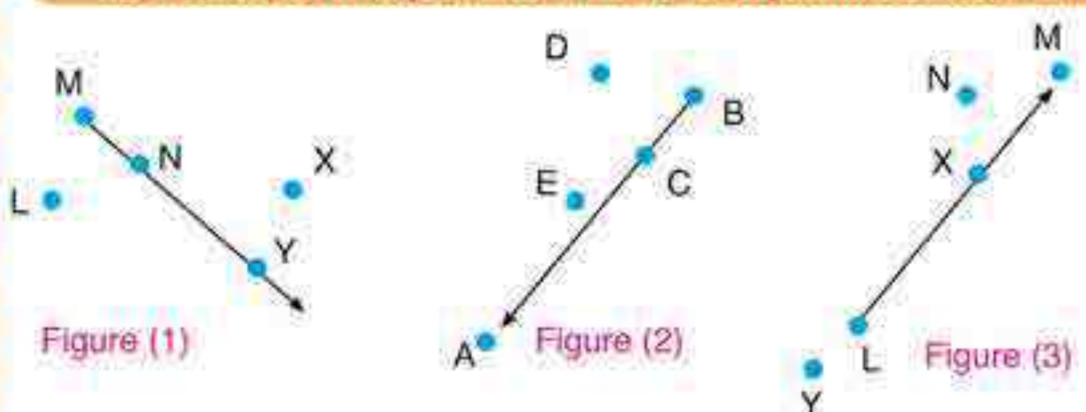


Figure	(1)	(2)	(3)
Starting point			
2 points on it			
2 points outside it			

(9) Write (✔) in front of the correct sentence and (✘) in front of the wrong sentence :

(Use the ruler to check your answers if you need to.)



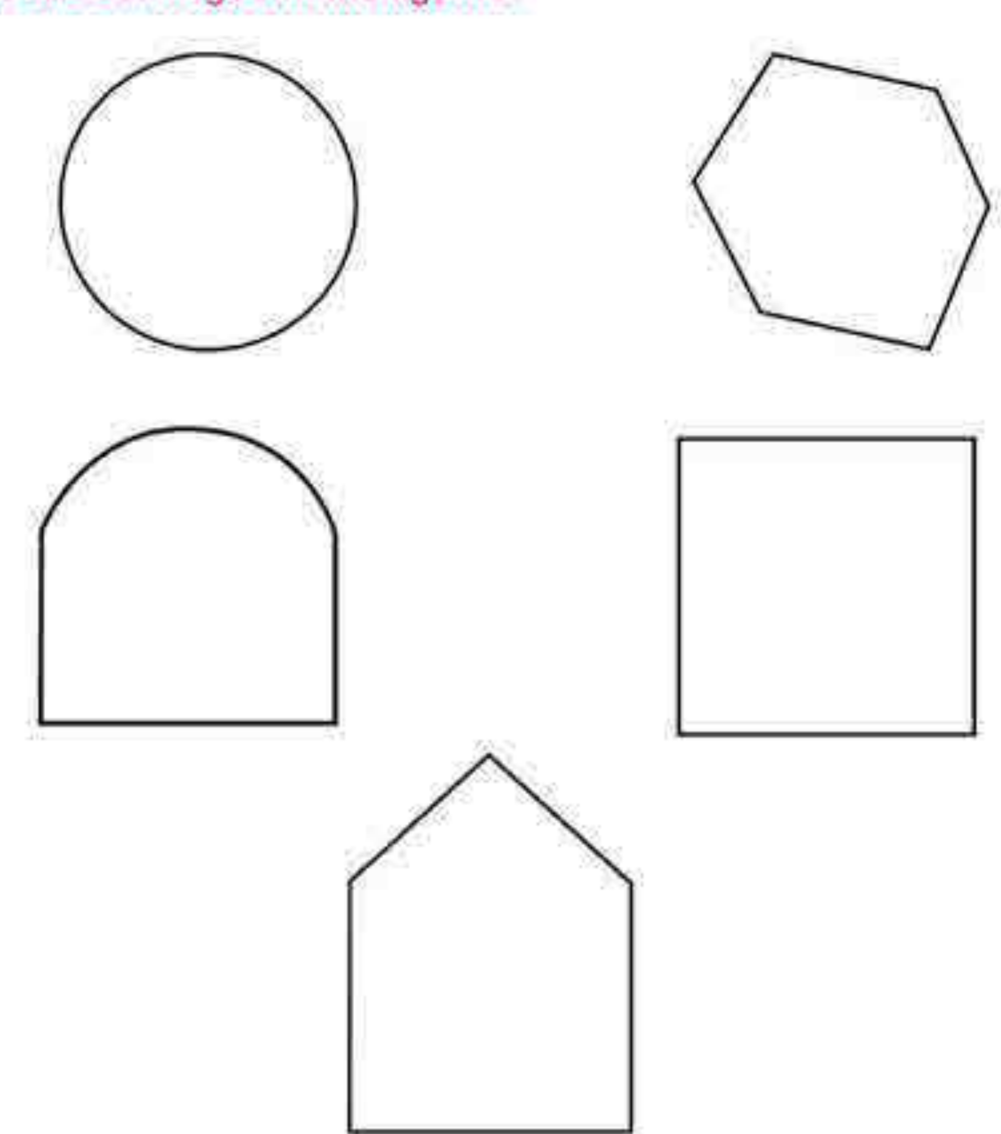
- The straight line that is passing through the points C and D is passing also through the point B (   )
- The ray that starts at C and is passing through D is passing also through B (   )
- The line segment that is passing through the points B and D is passing also through C (   )
- The straight line that is passing through the points B and D is passing also through A (   )
- The ray that starts at the point D and is passing through point C is passing also through B (   )



Lesson 3

The polygon

Here are some geometric figures:



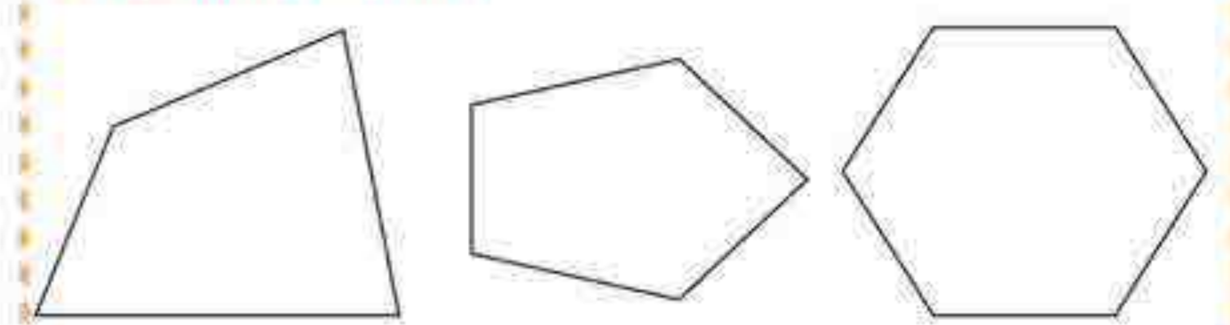
(1) If you know that the polygon is a closed figure formed by a number of line segments, then :

Find out which of these figures can be called polygons:

- Put (✓) inside every polygon

(2) If you know that the line segments that formed the polygon are called "sides" and the point where the sides of the polygon meet is called a "vertex".

■ **Write the number of sides and the number of vertices for each of the following polygons:**



Number of figure	1	2	3
Number of sides	....	....	....
Number of vertices	....	....	....

■ What do you notice?

(3) Look at the figure and answer the questions :



(a) How many sides does this figure have?

....

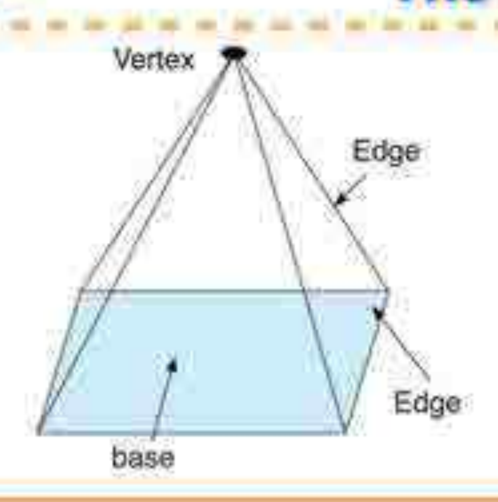
(b) How many vertices does this figure have?

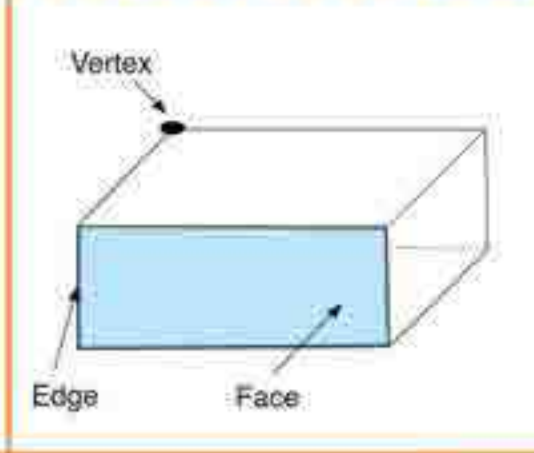
....

(c) Join 2 of the vertices to get two polygons, one of them with 4 sides and the other with 6 sides.

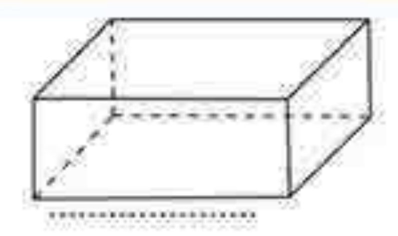
Lesson 4

The Solids





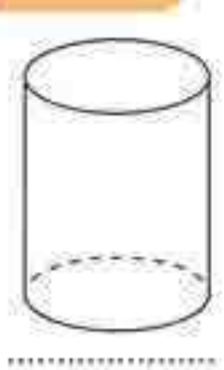
(1) Write the name of each solid and asnwer the questions:



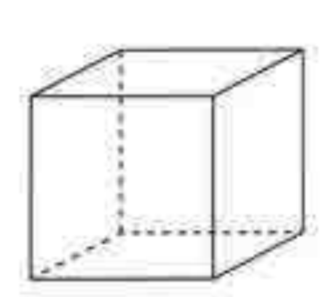
....



....



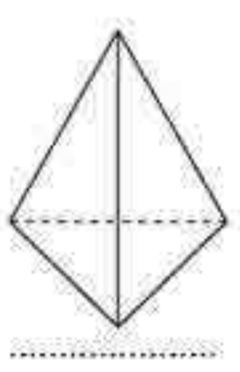
....



....



....



....

What is the name of the solid:

(a) whose faces are all squares? ....

(b) whose faces are all triangles?...............

(c) whose faces are all rectangles?...............

(d) That has 2 bases in the form of a triangle? ....

(e) that has 1 circular base and 1 vertex? ....

(f) that has 2 circular bases?...............

(2) Complete as in the example:

The solid	Number of faces	Number of edges	Number of vertices
	6	12	8



(1) Write the name of each of the following figures:



....

(2) Write the number of line segments that formed each of the following figures :



....



....

(3) The following figure has 4 points A, B, C and D

Join each two points and find the number of line segmets you have drawn.

A

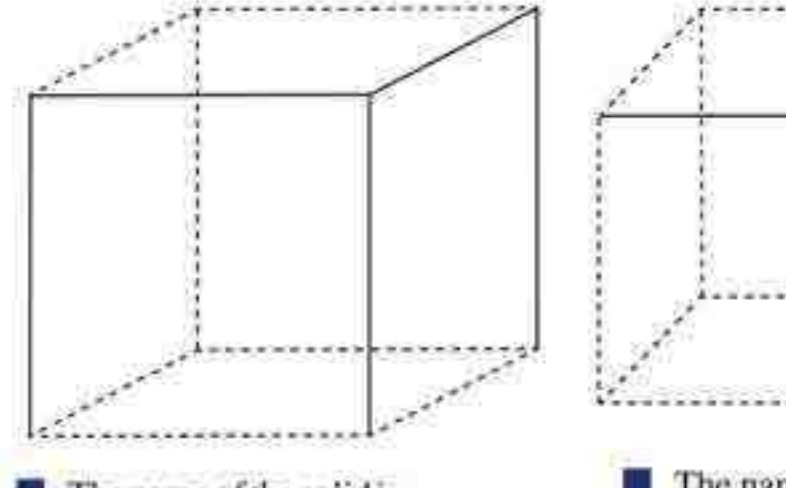
B

C

D

Activities Unit 3

(1) use the ruler to complete each solid:



- The name of the solid is ....
- formed from .... line segments

- The name of the solid is ....
- formed from ....line segments

(2) Join the points in order starting from A, to B, to C, to D, to E, and finally reach the point A again.

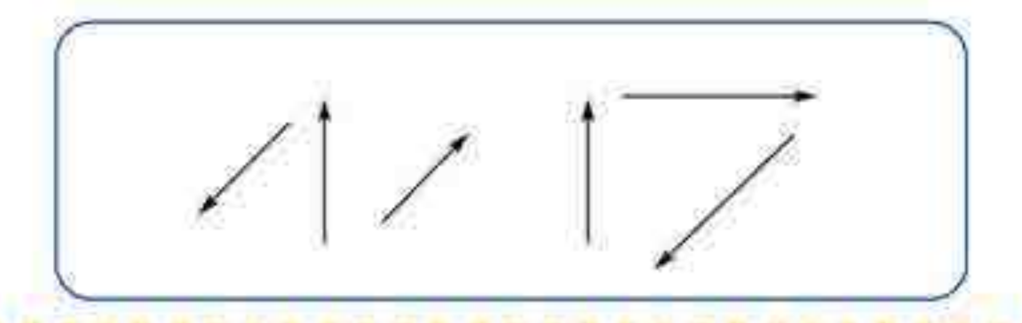


- How many line segments did you draw that had these points as their ends? ....
- How many triangles are there in this figure?..........
- What is the final figure called?..........

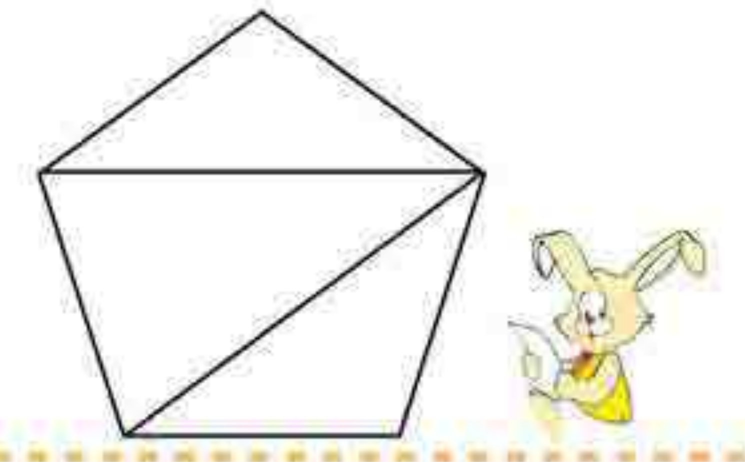
(3) Copy the previous figure in your notebook. Draw 5 straight lines so that: the first is passing through the points A and C, the second is passing through the points C and E, the third is passing through the points E and B, the fourth is passing through the points B and D and the fifth is passing through the points D and A.

- What is the new figure called? ....
- How many triangles does this figure have?.............

(4) Only two of the following rays intersect at a point. Find out the two rays and put (/) on them.



(5) How many line segments are there in the following figure?



Unit 4
Measurement



Lesson 1

Units of the length



The Metre

Practical Exercise

about 1 metre

(1) Stand up and put your hands up as in the figure

The distance between your hands in this position is about 1 metre.

(2) Bring a ruler that is 1 metre long (or ask your teacher to bring it for you). Ask your friend to measure the distance between your hands in the same position to know if it is smaller than or greater than a metre.

0 10 20 30 40 50 60 70 80 90 100

(3) Now after you know what is the metre, answer the questions: In your opinion, what is the nearest measurement, in metres, for each of the following? Underline the answer that you think is the closest to the measurement :



a) The length of the blackboard in metres is ....


(1, 3, 9)

b) The height of the door in the classroom by metres is. .... (2, 4, 6)



c) The height of your friend in class by metres is .... (1, 3, 5)



d) The length of the classroom by metres is .... (1,7,20)



e) The height of the school building is .... (4, 60, 20)

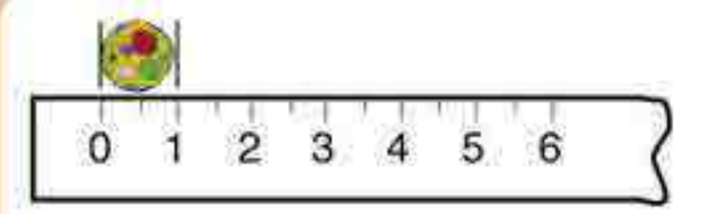


f) The height of the Greatest Pyramid by metres is .... (20, 150, 900)



The Centimetre



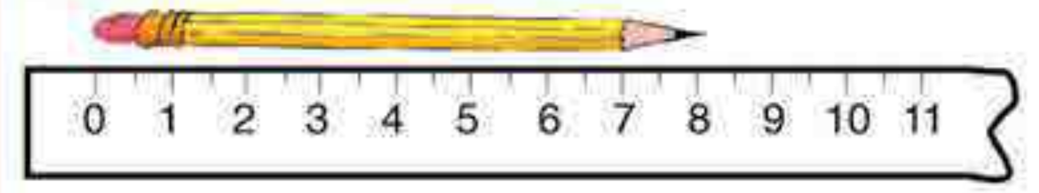


Bring a graded ruler and recognise the centimetre. (It is almost as thick as a marble as is shown in the picture).

Write a close measurement for each of the following pictures:

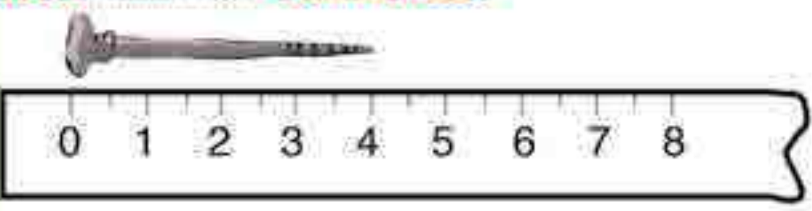
a) The length of the pencil is

about .... centimetres.



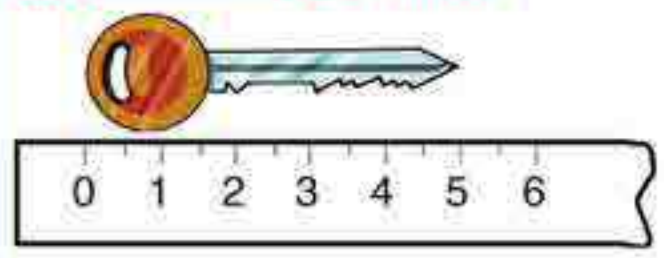
b) The lenght of the nail is

about .... centimetres.



c) The lenght of the key is

about .... centimetres



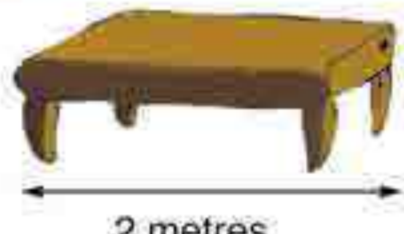
Lesson 2

The Metre and the centimetre



1 metre = 100 centimetres

(1) If you know that the length of this table is 2 metres, then what is its length in centimetres ?



____

2 metres

(2) A bicycle is 1 metre and 30 centimetres long. Find its length in centimetres.

Complete :

1 metre = ... centimetres.

The length of the bicycle = ... + ...

= .... centimetres.



1 metre,
30 centimetres

(3) A car is 3 metres and 10 centimetres long. Find the length of the car in centimetres.

Complete :

3 metres = ... centimetres.

The length of the car = ... + ...

= .... centimetres



3 metre,
10 centimetres

(4) If you know that the heights of these children are, 115 centimetres, 1 metre, and 105 centimetres, then :

- How tall is Ahmed ?

  ....

- How tall is Nady ?

  ....





(5) Express the following lengths in centimetres :

a) 3 metres = ... centimetres.

b) 7 metres = ... centimetres.

c) 5 metres = ... centimetres.

d) 4 metres = ... centimetres.

e) 6 metres and 20 centimetres = ... + ... = ... centimetres.

f) 1 metre and 85 centimetres = ... + ... = ... centimetres.

(6) Ecris les longueurs suivantes en mètres:

a) 500 centimetres = ... metres

b) 200 centimetres = ... metres

c) 600 centimetres = ... metres

d) 900 centimetres = ... metres



(7) Express the following lengths in metres and centimetres :

a) 140 centimetres = ... metres and .... centimetres

b) 370 centimetres = ... metres and .... centimetres

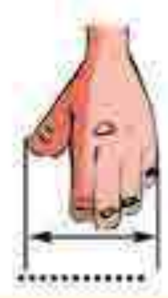
c) 695 centimetres = ... metres and .... centimetres

d) 307 centimetres = ... metres and .... centimetres

(8) Hisham took some measurements of his classmate, Maged. He got the following lengths: 6 centimetres, 1 metre, 16 centimetres and 42 centimetres.

Write each of these lengths in the correct place on the pictures according to what you think.







(9) In a game of discus throwing, the players recorded the following numbers :

a) Complete :

- 5 metres and 20 centimetres = ... centimetres.



- 4 metres and 84 centimetres = ... centimetres.



- .... metres and .... centimetres = 503 centimetres.



b) Arrange these distances ascendingly (from the smallest to the greatest) : .... ; .... ; ....

(10) A woman bought a piece of cloth of 5 metres, she used 370 centimetres for making a dresses. How long of the left of the cloth? ?

The long of the left of the cloth = ... − ....

= .... centimetres

(11) Arrange these distances ascendingly (from the shortest to the longest) :

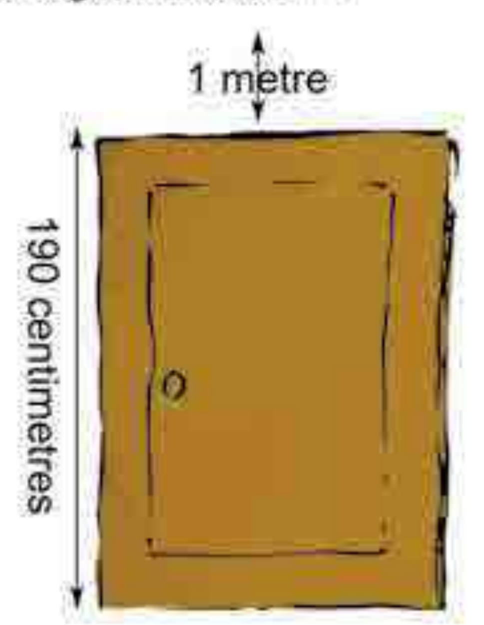
7 metres , 107 centimetres, 710 centimetres

....

(12) In the figure below :

If the door is 190 cm high and the height of the space above the door to the ceiling is 1 metre. What is the height of the room ?





Lesson 3

Money

(1) Notice the following:



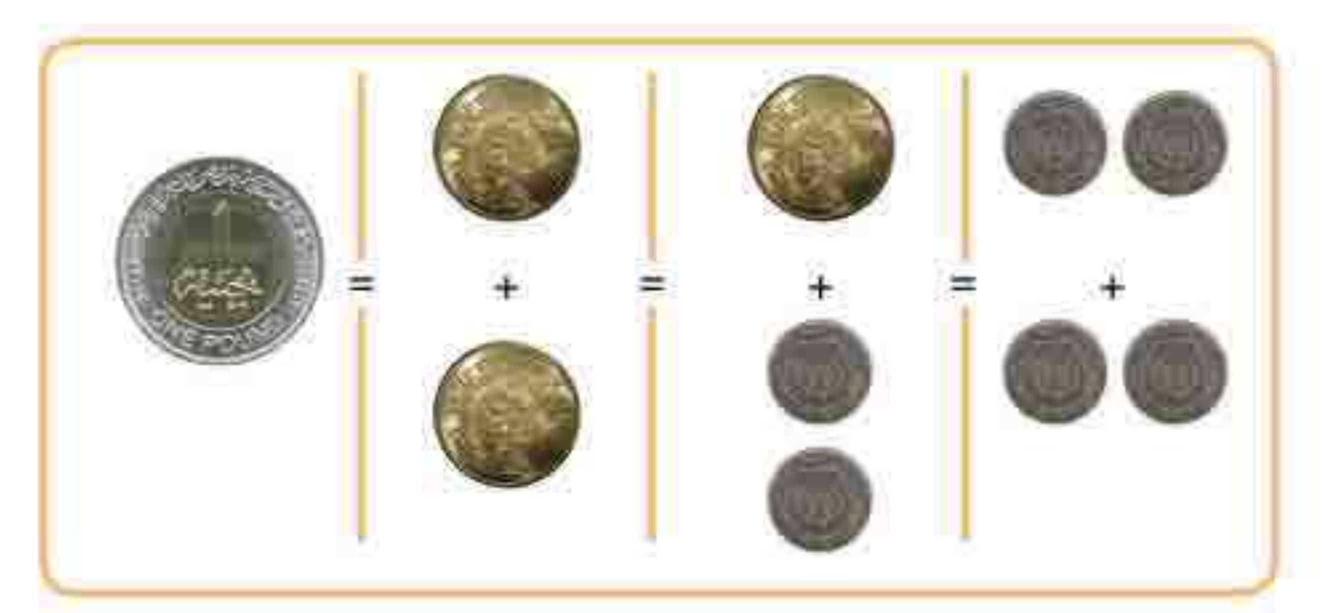


1 pound = 100 piastres

$\frac{1}{2}$ pound = 50 piastres

$\frac{1}{4}$ pound = 25 piastres





Example:

 + = 150 piastres

  +  +  = 275 piastres

Complete as in the previous example:

 +  = ... piastres

 +  = ... piastres

 +  = ... pound

Join from the column (B) to the suitable of the column (A)

(A)	(B)
  	4 pounds
	375 piastres
	175 piastres
	2 pounds



(2)








Notice the following:

It is possible to convert the money as





(3) Join from the column (B) to the suitable from the column (A)

(A)	(B)
	
	
	
	
	

(4) Complete as the example



(a)



(b)



(c)





(5) Salwa bought a dress for 275 pounds and a pair of shoes for 125 pounds How much mony did Salwa pay?

Salwa paid = ... + ...

= .... pounds

(6) Hossam had 200 pounds, he bought a bicycle for 175 pounds. How much money was left with him?

The money left = ... – ....

= .... pounds



(1) Complete :

(a) 1 metre = ... centimetres

(b) 2 metres = ... centimetres.

(c) 300 centimetres = ... metres

(d) 700 centimetres = ...metres.

(e) 437 centimetres = ... metres and ...... centimetres.

(f) 240 centimetres = ... metres and ...... centimetres.

(g) 402 centimetres = ... metres and ...... centimetres.

(2) Three cars are standing in a car agency. A red car is 497 centimetres long, a blue car is 489 centimetres long and a black car is 5 metres long.

Complete :

- The longest of the 3 cars is the .... car.
- The shortest of the 3 cars is the .... car.

(3) Compare using the signs < , = , or >

(a) 475 centimetres ☐ 6 metres

(b) 3 metres and 3 centimetres ☐ 303 centimetres

(c) 4 metres and 70 centimetres ☐ 7 metres, 40 centimetres

(4) Draw arrows to show the order of the following lengths from the shortest to the longest.

77 metres | 783 centimetres | 7 metres, 78 centimetres | 770 centimetres | 7 metres | 707 centimetres

(5) Find the amount

(a)



= .... pounds

(b)



= .... pounds

(6) Adel had 136 pounds, he bought toys for 99 pounds. How much the money was left with him.

The money left = ... − .... = ... pounds

(7) Hoda had 350 piastres, her father gave her 175 piastres. How much money did she has ?

she had = ... + ... = ... piastres.



(1) First: Some countries (like America and England) use other units to measure length. These are the inch, foot, yard and mile.

If you know that 1 foot = about 30 centimetres and the yard= about 90 centimetres,

■ **Answer the following questions :**

(1) Which is longer, the yard or the metre ? ....

(2) How many feet is the yard ? ....

(3) Arrange the following lengths from the longest to the shortest :

6 metres, 4 yards, 400 centimetres.

.... ; .... ; ....

(4) In football, a penalty kick is played from a point that is 9 yards far from the goal.

■ How many metres is that distance?

■ Underline the answer you think is the closest to the real distance?

(6 metres, 8 metres, 10 metres)





(2) Second: In ancient Egypt, different units of length were used in agriculture. Of these are the cubit and the kassabah.

If you know that 1 cubit= 58 centimetres and 1 kassabah = 355 centimetres.

1) Answer the following questions:



a) Which is longer, the metre or the cubit ? ....

b) Which is longer, the metre or the kassabah ? ....

c) Arrange the following lengths from the longest to the shortest :

3 metres ; 2 kassabahs ; 400 centimetres.

.... ; .... ; ....

2) Underline the answer you think is the closest to the real lengths :

a) The kassabah = about .... cubits (8 , 6 , 4)

b) One kassabah and 2 cubits = about .... metres (8 , 7 , 5)

c) 3 cubits = about .... centimetres (180 , 120 , 60)

d) 10 metres = about .... kassabahs (4 , 3 , 2)

(3) (100-pound) paper = L.E 100



= .... of (50-pound) papers



= .... of (20-pound) papers



= .... of (10-pound) papers



= .... of (5-pound) papers



= .... of (1-pound)



= .... of (50-piastres)



General Exercises on the units

General Exercises

Unit 1

1 Complete:

(1) The number which contains 4 units, 3 tens and 5 hundreds is written as ....

(2) The number which contains 6 units and 4 hundreds is written as...........

(3) The number which contains 9 units, 3 tens and 2 hundreds is written as ....

(4) The number of 4 hundreds and 6 tens is written as ....

(5) The number 467 = ... units .... tens .... hundreds

(6) The number 854 = ... units .... tens .... hundreds

(7) The number 703 = ... units .... tens .... hundreds

(8) The number 406 = ... units .... tens .... hundreds

(9) The number 520 = ... units .... tens .... hundreds

(10) The number 640 = ... units .... tens .... hundreds

(l 1) The number 297 is just before ....

(12) The number 311 is just before ....

(13) The number 579 is just before ....

(14) The number .... is just before 500

(15) The number .... is just before 680

(16) The number 801 is just after ....

(17) The number 493 is just after ....

(18) The number 799 is just after ....

2 Write :

(1) the numbers between 311 and 318 are ....

(2) The numbers between 698 , 705 are ....

(3) The numbers between 517 , 523 are ....

(4) The greatest 3 - digit number is ....

(5)The smallest 3 - digit number is ....

(6) The greatest 3 - different digit number ....

(7) The smallest 3 - different digit number ....

(8) The greatest and the smallest number could be formed from 9, 1, 3 are ....

(9) The greatest and the smallest number could be formed from 6, 2, 5 are ...., ...

(10) The smallest number formed from 8, 2, 4 is ....

(11) The smallest number formed from 3, 7, 6 is ....

(12) All the numbers could be formed from 2, 5, 8 are ...., ...,
.... , ... , ... , ...

3 Arrange in an asscending order:

(1) 518 ,459 ,428 , 580 , 400

....

(2) 211 , 380 , 247 , 292 , 310

....

(3) 147 , 215 , 174 , 220 , 199

....

(4) 684 , 648 , 625 , 632 , 656

....

(5) 914, 750, 621, 847, 500, 332

....

4 Arrange in a descending order:

(1) 954 , 913 , 929 , 909 , 972

(2) 815 , 739 , 751 , 843 , 799

(3) 622, 721, 613, 732, 701

(4) 355, 542, 405, 617, 598

(5) 491, 489, 506, 302, 29, 112

5 Choose the correct answer:

(1) Five hundreds and seventy seven .... (577 or 757 or 775)

(2) The value of 2 in the number 236 is .... (20 or 2 or 200)

(3) The greartest number formed from 3 , 5 , 0 is ....
(530 or 350 or 305)

(4) The number 560 exceeds than the number 550 by ....
(10 or 100 or 200)

(5) The number 690 exceeds than the number 490 by ....
(10 or 100 or 200)

(6) The number 220 is less than the number 420 by ....
(10 or 100 or 200)

(7) The number 530 is less than the number 630 by ....
(10 or 100 or 200)

(8) The number six hundreds and six is .... (660 or 66 or 606)

(9) The number nine hundreds and thirteen is ....
(319 or 931 or 913)

(10) The value of 5 in the number 225 is .... (5 or 50 or 500)

(11) The value of 4 in the number 641 is .... (4 or 40 or 400)

(12) The place value of 7 in the number 718 is ....
(units or tens or hundreds)

(13) The place value of 8 in the number 978 is ....
(units or tens or hundreds)

(14) The smallest number formed from the digits 6, 1, 8 is ....
(618 or 816 or 168)

(15) 9 hundreds + 6 units = ... (69 or 96 or 906)

(16) 3 tens and 6 hundreds = ... (603 or 306 or 630)

6 Complete the following:

(1) Using the digits 9, 0, 3
  (a) the greatest number is ....
  (b) the smallest number is..........

(2) Using the digits 6, 2, 5
  (a) the greatest number is ....
  (b) the smallest number is..........

(3) Using the digits 4,7,8
  (a) the greatest number is ....
  (b) the smallest number is ....

(4) Using the digits 3, 9, 1
  (a) the greatest number is ....
  (b) the smallest number is..........

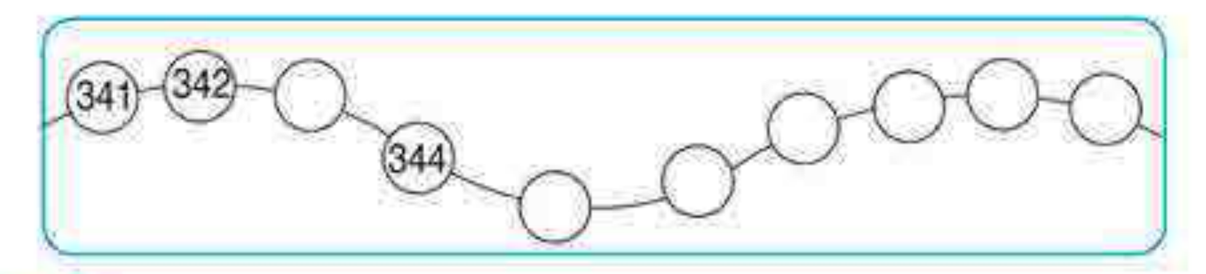
(5) Using the digits 7, 2, 9
  (a) the greatest number is ....
  (b) the smallest number is..........

(6) Using the digits 8, 2, 6
  (a) the greatest number is ....
  (b) the smallest number is..........

7 Complete the follwing table:

The number	Units	Tens	Hundreds	The number in letters
341				
342				
344				

8 Complete:



9 Complete:

(a) 132 = 2 + ... + 100

(b) 649 = ... + 40 + 600

(c) .... = 1 + 10 + 100

(d) 920 = 20 + ...

(e) 605 = 600 + ...

General Exercises

Unit 2

1 Complete in the same pattern:

(1) 200 , 300 , 400 , ..., ... , ...

(2) 400 , 500 , ..., 700, ..., ...

(3) 900 , 700 , ... , 300 , ...

(4) 310 , 320 , 330 , ..., ... , ...

(5) 635 , 625 , 615 , ..., ..., ...

(6) 650 , 600, ..., ..., 450, ...

(7) 335 , 325 , 315 , ..., ... , ...

(8) 168 . 167 , ..., 165 , ... , ...

2 Complete:

(1) 231, ..., 229, 228 ,......... , ...

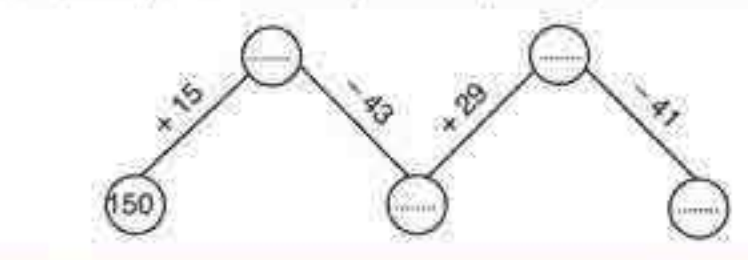
(2) The smallest of these numbers is .... and the greatest of them is ....

3 Complete:

(1) 200 , 215 , 230, ..., ... , ..., ..., ...

(2) 990 , 980, 970 .... , ..., ..., ...

(3)



4 Find the result of each of the following:

811 + 118 = ...	374 + 592 = ...	163 + 642 = ...	435 + 99 = ...
566 + 197 = ...	905 + 55 = ...	743 + 107 = ...	785 + 205 = ...
777 + 197 = ...	784 + 84 = ...	562 + 249 = ...	616 + 166 = ...
844 − 123 = ...	783 − 495 = ...	946 − 874 = ...	845 − 745 = ...
489 − 99 = ...	684 − 577 = ...	328 − 247 = ...	609 − 574 = ...
800 − 574 = ...	703 − 629 = ...	805 − 429 = ...	792 − 574 = ...
421 − 368 = ...	562 − 269 = ...	551 − 367 = ...	389 − 294 = ...
650 − 165 = ...	845 − 450 = ...		

5 Find the result:

(1) 800 + 97 = ...

(2) 564 + 100 = ...

(3) 500 + 144 = ...

(4) 762 + 200= ....

(5) 618 + 270 =........

(6) 824 + 35 = ...

(7) 573 + 347 = ...

(8) 800 + 199 = ...

(9) 574 + 192 = ...

(10) 407 + 375 = ...

(11) 587 + 369 = ...

(12) 444 + 488 = ...

(13) 683 + 274 = ...

(14) 587 + 369 = ...

(15) 911 + 88 = ...

(16) 267 + 533 = ...

6 Find the result:

(1) 874 - 253 = ...

(2) 962 - 564 = ...

(3) 784 - 698 = ...

(4) 271 - 184 = ...

(5) 653 - 365 = ...

(6) 777 - 678 = ...

(7) 758 - 325 = ...

(8) 688 - 489 = ...

(9) 999 - 897 = ...

(10) 866 - 624 = ...

(11) 734 - 547 = ...

(12) 623 - 23 = ...

(13) 482 - 200 = ...

(14) 511 - 115 = ...

(15) 675 - 175 = ...

(16) 815 -129 = ...

7 Find the result:

(a)
$$\begin{array}{r} 341 \\ +\ 597 \\ \hline \ldots\ldots \end{array}$$

(b)
$$\begin{array}{r} 928 \\ -\ 729 \\ \hline \ldots\ldots \end{array}$$

(c) 296 + 642 = ...

(d) 239 - 156 = ...

8 Compare using (< , = , or >):

a) 216 - 107 ☐ 100

b) 317 + 245 ☐ 563

c) 943 - 722 ☐ 102 + 119

9 Use the equality 571 + 312 = 883 to complete the following:

(a) Complete:

(1) 312 + ... = 883

(2) 883 – 312 = ...

(3) 571 + 312 + 100 =.................

(4) 571 + 312 – 100 = ...

(b) Complete:

(123 + 224) + 326 = 123 + (................. + ...)

10 Complete:

a)
$$\begin{array}{r} 7\,3\,8 \\ +\ 1\,9\,\square \\ \hline 9\,\square\,3 \end{array}$$

b)
$$\begin{array}{r} 6\,4\,7 \\ -\ \square\,\square\,8 \\ \hline 3\,8\,\square \end{array}$$

c)
$$\begin{array}{r} 6\,\square\,\square \\ +\ 2\,4\,6 \\ \hline \square\,9\,5 \end{array}$$

11 Choose the correct answer:

(1) 800 + 97 = ... (897 or 789 or 978)

(2) 564 + 100 =........... (574 or 575 or 664)

(3) 500+ 144 =........... (544 or 644 or 645)

(4) 762 + 200 =........... (269 or 769 or 962)

(5) 623 - 23 =........... (646 or 600 or 466)

(6) 482 - 20 =........... (472 or 462 or 452)

(7) 511 - 511 =........... (100 or 0 or 11)

12 Answer the following :

(1) Amer has P.T. 375, his father gave him P.T. 250 , how much money did he have ?

Amer has = ... + ... = P.T.

(2) Father's Hany bought a pair of shoes for L.E. 123, if he had L.E. 375.

The reminder money = ... – .... =L.E ....

(3) Your school has 486 pupils,195 are girls how many boys are there ?

the number of boys = ... – .... =.........

(4) The visitors of a garden in one day were 564 the next day were 389 how many visitors are there in the two dayes

the number of visitors = ... + ... = ...

(5) The month salary of a worker is 404 pounds he spends 399 pounds what's the reminder of money

The reminder with him = ... − .... = ... pounds

(6) A worker saves 283 pounds in one month and the next month saved 197 pound how much money did he save ?

He saved = ... + ... = ... pounds

7) Ali has 800 pounds , he bought a suit for 435 pounds. What's the reminder with him

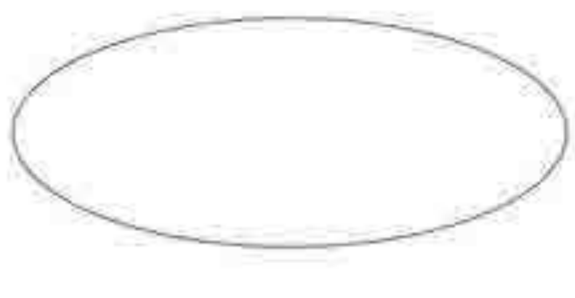
The reminder with Hany = ... − .... = ... pounds

8) Father's Nouran has 654 pounds he bought a toy for Nouran for 164 pound. What's the reminder with him

The reminder with him = ... − .... = ... pounds

General Exercises
Unit 3

1 Put the point A inside the curve, the point B on the curve and the point C outside it:



2

A B

Find each of the following in this figure and express it in writing:

a straight line........, two rays........, ...a line segment ....

3 Complete:

(1) The cube has .... faces

(2) The cuboid has .... edges

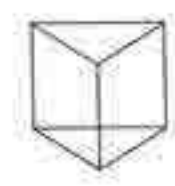
(3) The cube has .... vertices

(4) The cuboid has .... faces

(5) The opposite quadrilateral pyramid has.............vertices

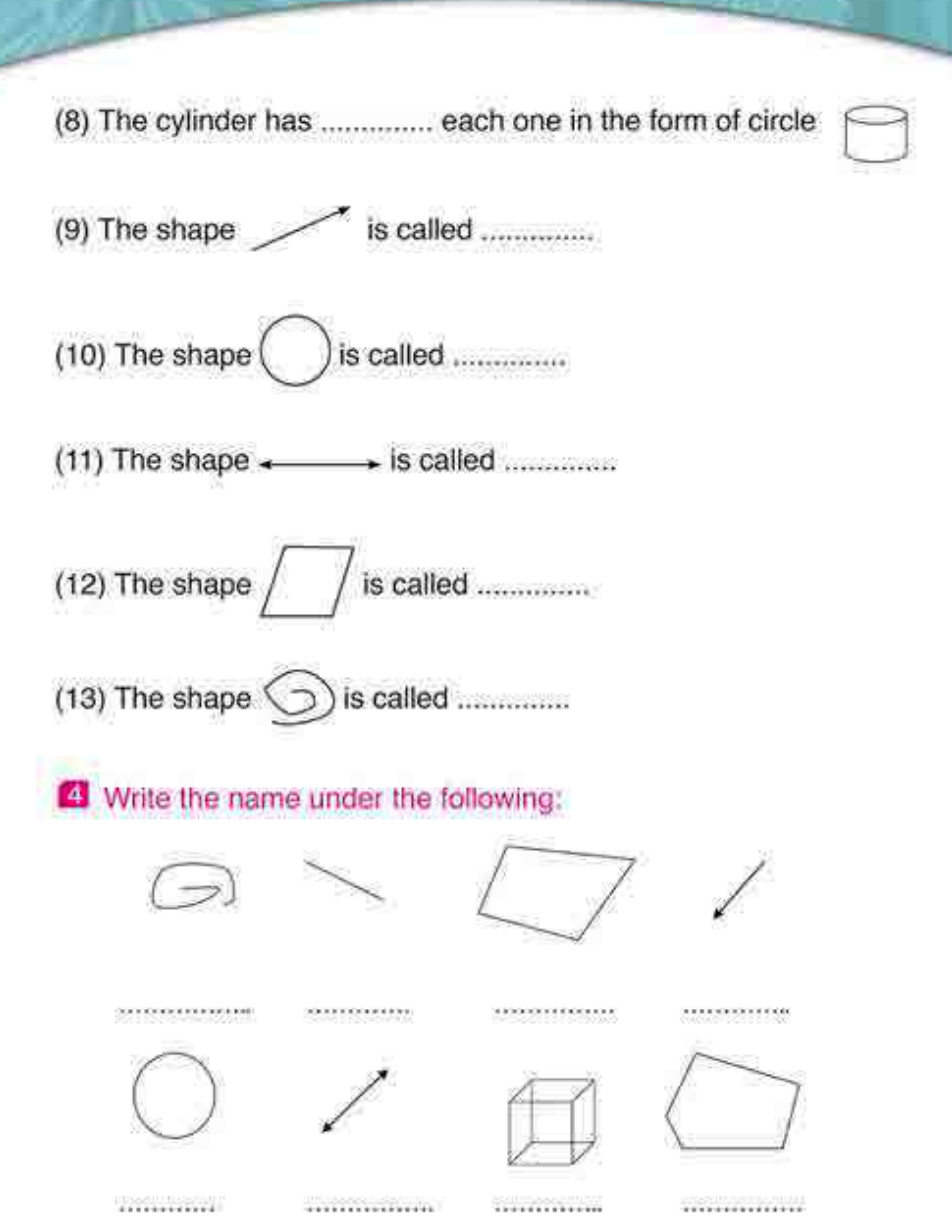


(6) The opposite Triangular prism has .... faces



(7) The base of cone in the form of ....





(8) The cylinder has .... each one in the form of circle

(9) The shape is called ....

(10) The shape is called ....

(11) The shape is called ....

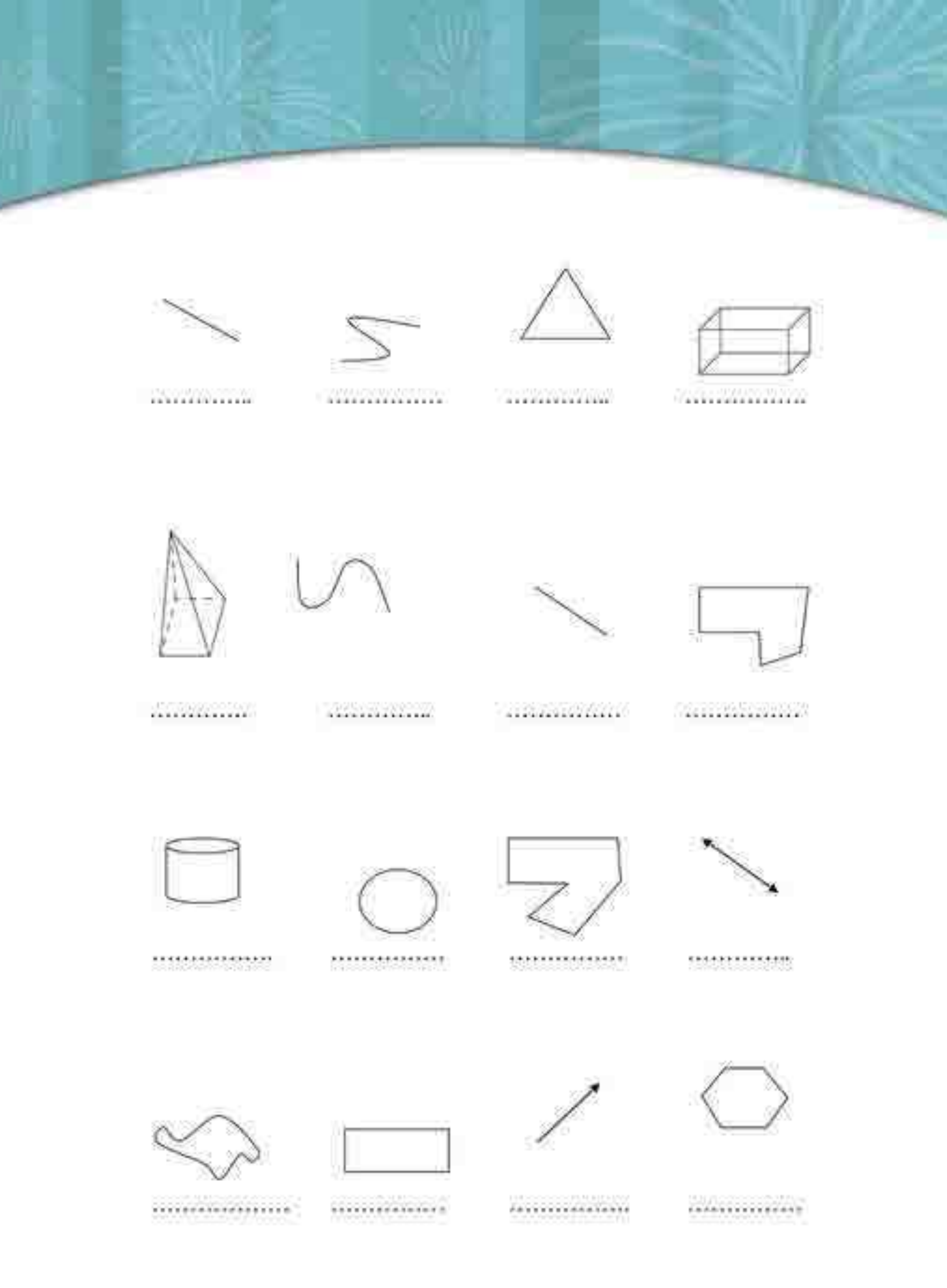
(12) The shape is called ....

(13) The shape is called ....

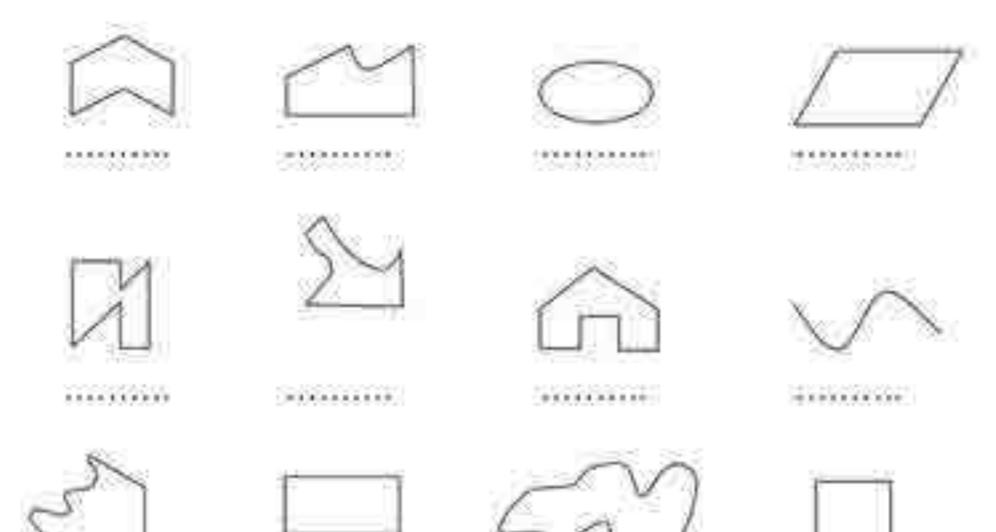
4 Write the name under the following:

....

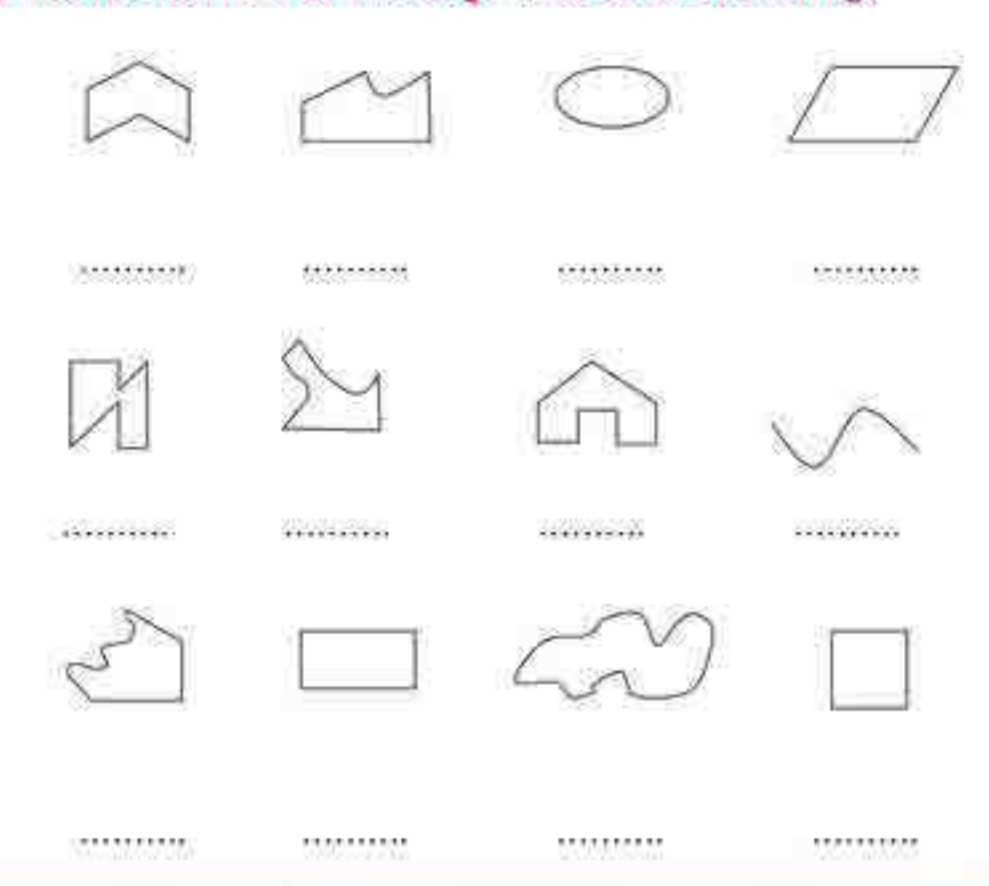
....



5 mark (✔) under the polygon:



6 Write the number of line segments to the following:



General Exercises



1 Complete:

(1) The metre and the centimetre are used for measuring ....

(2) The metre = ... centimetres

(3) 2 metres = ... centimetres

(4) 4 metres = ... centimetres

(5) 500 centimetres = ... metre

(6) 700 centimetres = ... metre

(7) 6 metres and 76 centimetres = ... centimetres

(8) 5 metres and 43 centimetres = ... centimetres

(9) 7 metres and 3 centimetres = ... centimetres

(10) 813 centimetres = ... metres .... centimetres

(11) 473 centimetres = ... metres .... centimetres

(12) 456 centimters = ... metres .... centimetres

2 Circle the suitable measuring unit:

a) The length of the classroom (cm , m)

b) The price of the shirt (piastres, pounds)

c) The length of a pen is measured by (cm, m)

3 Nabil bought books for 68 pounds. If he had 150 pounds, how much remained with him?

■ The rest = ... − .... = ... pounds

4 Arrange the following set of distances descendingly:

3 metres, 462 cm, 2 metres, 25 centimetres.

Descending order : ...., ..., ..., ...

5 Hady bought a suit for 218 pounds and other clothes for 186 pounds from a shop. How much is the amount he spent at the shop?

The amount Hady spent = ... + ... = ... pounds

6 Arrange these lengths ascendingly: 2 metres, 25 centimetres, 1metre, 150 centimetres

.... , ... , ... , ...

7 Ayman has 875 piastres. He bought groceries for 750 piastres. How many piastres were left with him?

The remaining piastres with Ayman = ... − .... = ... piastres.

8 A woman bought a piece of cloth of 6 metres long to make a dresses, if you know that she used 280 cm for dresses. How long is the rest piece of cloth.

The length of rest piece of cloth = ... − .... = ...



Model Tests

for the second form primary
for the first term

Model (1)

Question (1): Complete each of the following:

(1) 4 units, 6 tens, 3 hundreds is written in digits as ....

(2) 417, 427, 437, ..., ... (in the same pattern)

(3) The cube has .... edges.

(4) The greatest number formed from the digits 6, 2, 5 is ....

(5) The figure [pentagon] is called ....

(6) 5 metres, 43 centimetres = ... centimetres

Question (2): Choose the correct answer from those between the brackets:

(1) The value of the digit 4 in the number 564 is .... (4, 40, 400)

(2) 261 + 100 ☐ 261 – 100 (< , > , =)

(3) 426 centimetres = ... metres, 26 centimetres

(4) The smallest number formed from the digits 5, 2, 7 is .... (257, 752, 275)

(5) 364 + 236 ☐ 6 hundreds (< , > , =)

(6) The number of the sides of the figure [triangle] = ... sides. (2, 3, 4)

Question (3): Choose the correct answer from the column (B) to the suitable one of the column (A):

(A)	(B)
(1) The number just after the number 573 is	■ 6
(2) 425 = 5 + 20 + ...	■ 500
(3) The place value of the digit 6 in the number 613 is	■ tens
	■ 574
(4) 5 metres = ... centimetres	■ sphere
(5) The solid (figure) is called	■ hundreds
(6) The cuboid has .... faces	■ 400

Question (4):

a) Find the result of each of the following:

(1) 827 + 85 = ... (2) 837 – 379 = ... (3) 267 + 533 = ...

b) Arrange the following numbers in an ascending order:

419, 149, 914, 941

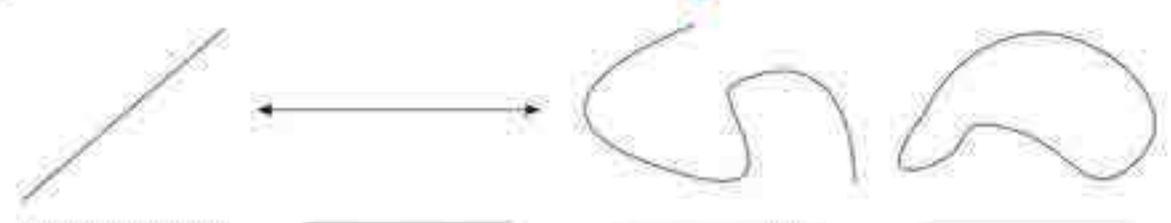
The order is ...., ..., ..., ...

Question (5):

a) Asmaa bought a group of toys for L.E 224 and a mobil for L.E 635. How much money did Asmaa pay?

Asmaa paid = ... + ... = L.E ....

b) Write the name of each of the following:





Question (1): Complete each of the following:

(1) The value of the digit 6 in the number 612 is ....

(2) The number 297= .... units, ... tens, ... hundreds.

(3) 514 centimetres = ... metres, ... centimetres.

(4) The solid which all its faces are squares is ....

(5) The greatest number formed from the digits 4, 1, 8 is ....

(6) The figure ←——→ is called ....

Question (2): compare using (<, >, =)

(1) 475 ☐ 410 + 35

(2) The number of the faces of the cube ☐ the number of the edges of the cuboid.

(3) 9 hundreds, 6 units ☐ 9 + 600

(4) 3 metres, 43 centimetres ☐ 433 centimetres.

(5) 372 - 272 ☐ one hundred.

(6) The length of a pencil ☐ the length of a school book.

Question (3): Choose the correct answer from the column (B) to the suitable one of the column (A):

(A)	(B)
(1) The place value of the digit 3 in the number 327 is	■ 987
(2) The solid which has two circular bases is	■ tens
(3) 5 + 30 + 600 = ...	■ hundreds
(4) The number just before the number 988 is	■ 999
(5) The figure ⬡ has .... sides.	■ cylinder
(6) The greatest number formed from 3 digits is	■ 635
	■ 6

Question (4):

a) Find the result of each of the following:

(1) 462 + 452 = ... (2) 730 – 616 = ...

(3) 875 + 64 = ...

b) Complete in the same pattern:

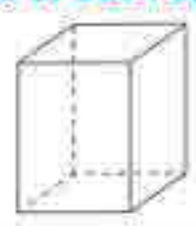
200, 215, 230, ..., ..., ... and the greatest of these numbers is ....

Question (5)

a) Sahar had 245 pounds, her father gave her 315 pounds. How much money with Soha?

What Sahar has = ... + ... = ... pounds

b) Write the name of each solid of each of the following:



....

Model (3)

Question (1): Complete each of the following:

(1) 9 units, 6 tens, 4 hundreds is written in digits as ....

(2) The cube has .... faces.

(3) 5 metres = ... centimetres.

(4) 467 = 7 + ... + 400

(5) 417, 427, ..., ..., 457, ... (in the same pattern)

(6) The shape ←——→ is called ....

Question (2) : Choose the correct answer from those between the brackets:

(1) The greatest number formed from the digits 3, 8, 5 is ....
(583, 538, 853)

(2) The place value of 6 in the number 654 is ....
(units, tens, hundreds)

(3) The shape (spiral) represents ....
(straight line, closed curve, open curve)

(4) 584 centimetres ☐ 74 centimetres + 5 metres (<, >, =)

(5) 451 + 216 ☐ 667 (<, >, =)

(6) The number 690 is mare than the number 490 by ....
(2, 20, 200)

Question (3): Choose the correct answer from the column (B) to the suitable one of the column (A):

(A)	(B)
(1) The value of the digit 3 in the number 537 is	■ cylinder
(2) The solid [cylinder] is called	■ The length
(3) The number 579 is just before the number	■ 30
(4) The centimetre and the metre are used for measuring	■ 100
(5) The smallest 3-digit number is	■ 580
(6) The shape ——► is called	■ ray

Question (4):

a) Find the result of each of the following:

(1) 267 + 533 = ... (2) 271 - 184 = ...

(3) 653 - 97 = ...

b) Arrange the following numbers in descending order:

564, 535, 581, 560, 549

The order is: ...., ..., ..., ..., ...

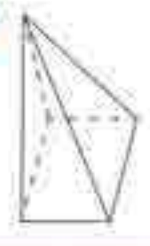
Question (5):

a) Hani bought a suit for 640 pounds and a pair of shoes for 235 pounds. How much money did Hani pay?

Hani paid = ... + ... = ... pounds

b) Write the number of edges of each of the following:



....

Model (4)

Answer each of the following:

Question (1): Choose the correct answer from those between the brackets:

(1) The shape represents ....
(open curve - closed curve - straight line)

(2) 6 metres + 7 centimetres = ... centimetres. (706, 607, 670)

(3) The number of vertices of the square .... the number of faces of the cube . (>, <, =)

(4) The place value of the digit 3 in the number 341 is ....
(units, tens, hundreds)

(5) 217 – 217 .... 217 - 0 (>, <, =)

(6) The shape represents ....
(straight line - line segment - ray)

Question (2):Complete each of the following:

(1) 800, 700, 600, ... (in the same pattern)

(2) The value of the digit 5 in the number 651 is ....

(3) The smallest number formed from the digits 2, 4, 1 is ....

(4) The number of line segments in the polygon = ...

(5) 23 + (117 + 200) = (23 + 117) + ...

(6) The number of edges of the cuboid = ...

Question (3): Choose the correct answer from the column (B) to the suitable one of the column (A):

(A)	(B)
(1) The greatest number formed from 3-digits = ...	■ 990
(2) 9 hundreds + 9 tens = ...	■ 701
(3) 605 >	■ 999
(4) 701 + 83 = 83 + ...	■ Circle
(5) 6 m + 50 cm = ... cm	■ 506
(6) The base of the cone is in the form of a	■ rectangle
	■ 650

Question (4):

a) Find the result of each of the following:

First

$$\begin{array}{r} 444 \\ + \ 488 \\ \hline .... \end{array}$$

second

$$\begin{array}{r} 920 \\ - \ 119 \\ \hline .... \end{array}$$

b) Arrange the following numbers in a descending order:

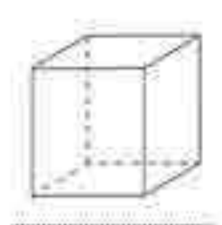
754, 659, 694, 69, 729

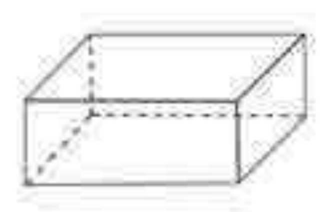
The descending order:

..............., ..., ..., ..., ...

Question (5):

a) Write the name of each of the following:



b) If the number of pupils in one of the primary schools is 745, 418 of them are boys. How many girls are there?

Number of girls = ... − .... = ...



Question (1): Choose the correct answer from those between the brackets:

(1) The place value of the digit 3 in the number 356 is .... (units, tens, hundreds)

(2) 756 - 106 = ... (600, 650, 750)

(3) 6 hundreds .... 60 tens (<, >, =)

(4) 5 hundreds, 4 tens, 6 units = ... (645, 546, 564)

(5) Number of vertices of the cube = ... (6, 8, 12)

(6) Number of sides of the polygon = ... (3, 4, 5)

Question (2): Complete each of the following:

(1) The greatest 3-digit number is ....

(2) The shape is called ....

(3) 127 + 64 = 64 + ...

(4) 3 metres + 20 centimetres = ... centimetres

(5) 432, 533, 634, ... (in the same pattern)

(6) 852 = 800 + 2 + ...

Question (3): Choose the correct answer from the second column to the suitable one from the first column :

First column	Second column
(1) The solid [cylinder figure] is called	■ 606
(2) The base of the cone is in the form of a	■ cylinder
(3) [curve figure] is called	■ 660
(4) 6 m + 6 cm = ... cm	■ circle
(5) The number just after 659 is	■ open curve
(6) 600 >	■ 559
	■ 700

Question (4):

a) Find the result of each of the following:

(1) 654 + 46 = ...   (2) 941 - 165 = ...

b) Arrange the following numbers in an ascending order:

56, 538, 138, 380, 338

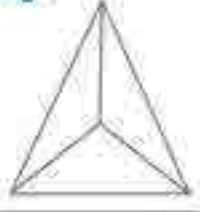
The order is: ...., ..., ..., ..., ...

Question (5):

a) Write the number of edges of each of the following:


....


....


....

b) The number of pupils in a primary school is 472, 238 pupils of them parcipated in a trip to the pyramids. How many pupils are not going?

■ The number of pupils who are not going to the trip = ... - ....= ....

المواصفات الفنيــة:

مقــاس الكتــــاب:	$\frac{١}{٨}$ (٥٧ × ٨٢) سم
طبـــع المتـــــن:	٤ لون
طبـــع الغـــلاف:	٤ لون
ورق المتـــــــن:	٨٠ جم أبيض
ورق الغــــــلاف:	٢٠٠ جم كوشيه
عدد الصفحات بالغلاف:	١٢٤ صفحة

دار مكة المكرمة للطباعة والنشر